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THE SCHOOL JOURNAL

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Care of the Heart.

Whether or not there should be specific and systematic instruction in morality supplied to the children in the schools is with many still an unsettled question. The only real difficulty in the way of a general acceptance of the new subject is the apprehension that teachers will involve themselves more or less in theological discussions giving offense in the community. One plan by which this may be overcome is to formulate guiding principles and furnish illustrative model lessons something after the fashion of the report on industrial education presented to the National Council of Education last summer. This is really a problem for the N. E. A. to handle.

My personal conviction has been for some years that two or three religious ideas may well be adopted by the common schools of the United States as fundamental in a suitable scheme of teaching morality.

First we need not hesitate to use the name of God and to refer to Him with that reverence which is due from a creature to its creator and sustainer. Our American creed as unmistakably expressed in national and state constitutions, in the annual Thanksgiving proclamations and other practices representing the thought of the people, is founded upon God as the source of life and every good gift. Atheism is thoroly foreign to Americanism. The common schools as the true nurseries of the American spirit, therefore, not only may but should teach the young that we are all the children of one just and merciful father. Being children of one Father we are all brothers and as such should live together in unity. Here is a basis broad enough for all the moral instruction a human being can manage.

Morality without religion is devoid of dynamic power. Religion is the heart of morality. In matters of moral duty the heart speaks louder than the head. Systems of morals have been formulated omitting every reference to the human brotherhood in God and solely occupied with so-called "natural science laws." They may be interesting and useful pieces of logic and as such benefit the intellect. But inspiration they have only when the heart speaks in spite of the care exercised to stifle its voice. It is not profitable to try to teach morals without appeals to the feelings.

The problem is before us and is likely to occupy us for some years to come. Orating will not solve it. There will have to be patient research and wise experiment. Will the N. E. A. take the lead?

Parents must give thought as well as money to the schools of their children. They cannot throw off the educational responsibility which God has placed upon them by merely paying taxes.

The shortening of the elementary school course is always a mistake. A rich course may well be formulated to cover nine or even ten years. Some of the work now done in the high schools belongs rationally in the elementary course. Five years in the primary school and five in the intermediate school seem to me an ideal arrangement for present needs. Let the high school give over two years of its work to the intermediate school. What say you? Let us discuss this matter.

Here are some words by Dr. McDonald of the Massachusetts state board of education, which are worth pondering seriously and long; they are the key to a great educational problem:

"Formerly most of the students worked their way thru college, now it is all changed, and boys and girls do nothing from the time they enter school at the age of five years until they are graduated. They amuse themselves, but we have found that golf and tennis have not the moral power that the hammer and the axe handle had."

The Hyde Park high school of Chicago has been named the William Rainey Harper in honor of the great leader who passed away a few weeks since. Why does not New York name her schools after the men and women who have been the builders of her real greatness?

A teachers' pension bill is under consideration at Cleveland, which compels teachers to give up \$20 annually of their salaries toward the retirement fund. The school board is required to pay a fixed amount every year to maintain the fund. This is a little better than the usual law, but that is all. The state is the real beneficiary of the teachers' labors and ought to take the care of the pensioning of those servants who have grown old in its service.

Attleboro, Mass., has done away with vertical writing and has adopted a partial slant. Some day there will be less fuss about angles, and legibility and rapidity will receive first considerations. Then it will be found that vertical writing has certain decided advantages as a standard for teaching penmanship, especially at the start. In Indianapolis I found vertical script in the primary school, and partial

slant higher up; this struck me as a sensible solution of the question.

Several superintendents in Virginia are observing Arbor Day. Soon the rest of the schools in the state will be in line. Arbor Day and Bird Day are fine educational agencies.

John MacDonald thinks his own thoughts and speaks them in his own original way. Here are a few of his February messages to the readers of the *Western School Journal*:

Good roads lead to better schools, and a higher form of Christianity.

If we can have fine schools richly furnished, and well paid teachers, good; if a community can have but one of these let it stand by the teacher.

Whatever else may be taught in our schools, the following must be kept in the foreground: Reading, writing, arithmetic, spelling, grammar, composition, geography and history.

The Catholics of Jersey City are urging the board of education to admit to the high school, without examination, all certified graduates of the parish schools. There is naturally much opposition. The outcome will be watched with interest.

An educational rally is to be held under Methodist Episcopal auspices at Dallas, Texas, April 10.

The Indian is bravely working out his educational salvation. With the more enlightened views at present prevailing in the government at Washington, the recognition of his achievements will also be hastened. It was a pleasure to hear that an Indian cadet was entered at West Point. And now comes the news that Miss Angel Decora, a Winnebago, has been appointed by Commissioner Leupp as teacher of art in the Indian school at Carlisle, Pa. Miss Decora is an accomplished artist whose work has attracted favorable attention. She is especially interested in the revival of the effective and beautiful designs of the various tribes of North American Indians. To the Indians the designs on beadwork, moccasins, Navajo blankets, Pueblo pottery, and Thlinket carvings all have ethical and mythological significance, and Miss Decora is endeavoring to invite the white man's appreciation of his red brother's art treasures.

The School City system of civic training for school children, founded by Wilson L. Gill, is exciting considerable interest just now, in the city of Washington, D. C.

Edward B. Shallow, Superintendent.

District Supt. Edward B. Shallow, of Brooklyn, has been elected associate superintendent of the New York city schools, to succeed Supt. Algernon S. Higgins, retired.

Superintendent Shallow was born in Hamilton, N. Y., in 1862, and is a graduate of the public schools of that town. At the age of eighteen he taught a country school at Smyrna, N. Y. He was graduated from Colgate university in 1888, receiving three years later the degree of Master of Arts. After graduation he was appointed principal of a grammar school in East Orange, N. J., and was later principal of the Rahway high school.

For fourteen years he has been connected with the public schools of Brooklyn and New York, having served as principal of a primary, an intermediate, and a grammar school, as associate borough superintendent, and lastly as district superintendent.

Mr. Shallow is the author of a number of school text-books, and he has been identified with a number of institutions as a lecturer in educational courses.

Story of a Negro School.

The Richmond *Leader* prints an interesting story of the "Old Normal" for colored pupils. It is worth keeping for the records of the history of education in America:

The organization of this colored school and its location in a distinctively white neighborhood has a history. Immediately after the war—in 1865—public free schools for blacks were opened in Richmond under the management of the Freedman's bureau. There were no school-houses, so the congregations of the three colored Baptist churches and the African Methodist Episcopal church readily turned over their houses of worship for day schools for the children and night schools for adults. Dill's bakery, at the corner of Foushee (now St. James) and Clay streets, was also brought into use for school purposes.

The bureau appointed Rabza Morse Manly, formerly a chaplain in the United States army from Vermont, superintendent of schools for the state. There were numbers of young colored boys and girls, whose parents had learned to read and write during slavery, and these had in turn taught their children secretly during the war. The crude schools were not thought sufficient for these and so Superintendent Manly conceived the idea of organizing a normal school for the purpose of preparing colored boys and girls for the work of teaching their race. To this end Manly started at once collecting funds for the erection of a building to meet the desired needs. Funds came in rapidly thru the Freedman's bureau and from the North, tho not sufficiently large to meet the demands, so it was deemed best to erect a temporary building. This was done at a cost of about \$6,500, not including free labor, which was given liberally by the colored mechanics of Richmond. The building, which is a two-story brick one with four rooms, stands at the northwest corner of Sixth and Duval streets.

Before the completion of the building an act of incorporation was obtained from the legislature of Virginia by the "board of trustees of the Richmond Educational Association." The incorporators were R. M. Manly, Samuel Ruth, Andrew Washburne (white), Joseph E. Farrar, and Richard Forrester (colored). The school went into operation Sept. 15, 1867. Elaborate inaugural exercises were held, Chief Justice Chase delivering the principal address. R. M. Manly was placed at its head and with him were several northern white women.

As this building was to be used only temporarily, R. M. Manly continued his quest for more funds. The Freedman's bureau contributed \$16,000. The site for a new building was the next to receive consideration. Some fanatic hit upon the idea that the ideal location for the colored high school would be on the Twelfth street hill just north of "Jeff Davis's mansion." The suggestion was catchy in those days, and so the site for the new colored high school agreed upon as most suitable was within a stone's throw of the former "White House of the Confederacy," at that time quartered with United States troops.

The new building was erected at a cost of \$25,000, exclusive of free labor furnished by the negroes, the common laborers digging out the foundations and the mechanics doing other work. In April the building was ready for occupancy. Mr. Manly, with his teachers and pupils, entered that month. June, 1873, its first graduates, sixteen in number, walked out with their diplomas. The following fall eleven of these were appointed teachers at Navy Hill school. In the years that have passed the graduates have numbered 753. All Richmond colored schools are taught by graduates of the school except this school, which has white teachers. In every part of the state and in the South they have gone and they are the trusted officers and managers of every leading negro

enterprise in the city. Many of them are in the professions.

Till 1876 the school continued under the supervision of this trustee board. In that year it was found impossible to continue longer as the funds available were not sufficient to meet expenses. The commencement exercises of that year were held in the school building. Just before the concluding song was rendered, Mr. Manly stepped toward the front of the stage, and addressing the large audience, said he was about to do one of the saddest acts of his life, to give away "Old Normal"; his voice faltered, became husky, and tears gathered in his eyes. He asked Mayor W. C. Carrington, then ex-officio chairman of the city school board, to step forward. As the mayor approached him, with trembling hands and with a voice choked with emotion he placed in the mayor's hands a deed of the property to the city of Richmond. It is the proviso to this deed that is causing the colored people to ask what will be done with the property. This proviso states that the property is placed in trust with the city of Richmond to be used for all times as an institution for the education of negro youth. There are many who express the hope that the school board may use it for a separate and distinct school to teach business courses to those of the graduates who prefer a business course rather than a normal for the post course.

Mr. Manly remained at the head of the school for several years longer, when he resigned and went to California, where he died Sept. 16, 1897, at the age of 75 years. Former students held appropriate memorial exercises in the First African Baptist church and a life-size pastel elegantly framed was hung by them in the principal's office at the building.

High School Pupils and the Library.

It is always a question with me how far I am warranted in interfering with the reading of high school girls," said Miss Julia Ideson, librarian of the Carnegie library, at the teachers' institute held in Houston, Texas, last month. "With the children there is no necessity of interference, as the books in the juvenile department are too carefully selected for them to make any very bad mistakes, but most of the high school girls scorn the children's department. They want novels. Now, we should not object to their wanting novels if they were employing their precious time in reading novels that are really worth while. There is no denying that much of our very greatest literature is in the form of fiction. But they seem to me to read comparatively little of the standard works or classics, or whatever you choose to call them. If the taste for the best is not acquired during school days, it is very probable that it will never be acquired. And it is so important that the child should learn to enjoy the best things that life provides other than the gross pleasures. In opening up the fields of literature do we not provide a way for him to reach a nobler and more generous conception of life?

"The boys' reading does not give so much concern as the girls'. They usually stick to the children's room until long after they are in their teens, only occasionally being tempted away by Mr. Sherlock Holmes. From personal observation I think I can say that more boys use the library than girls, tho we have not kept any statistics in the matter. The boys take out more non-fiction than the girls, travel and history and mechanical books being fairly popular.

"Now, the books in the children's room are all on open shelves where the boys and girls may browse over them, dipping into this one or that one at will. Plutarch's Lives is among them, and I am sure if the boy had the privilege of the use of the public library all his life, instead of only during the past two years he would have at least known the scope of a work like Plutarch's Lives."

Letters.

School City Inauguration at New Paltz.

On Lincoln's Birthday, the work of the New Paltz normal school was carried on regularly until eleven o'clock. From that time until the usual hour for closing, the school was occupied with the inauguration of the Mayor and officials of the school city who will serve during the spring term. The retiring officers addressed the school city members, giving a brief account of the discharge of their duties during the past term, and offering useful suggestions to officers just entering upon their term of service. The exercises were interspersed with instrumental music, for which the school city was indebted to Miss Gorse, and Messrs. Fisher and Cobb. The oath of office was administered to the new officers by Mrs. Haines, one of the retiring judges. The Mayor, Mr. Daniel Lucey, who has just entered upon his second term, made his inaugural address, after which Principal Scudder spoke briefly upon the aims of the school city. He also referred to the suitability of such exercises upon Lincoln's anniversary, since the spirit of the school city government is entirely in harmony with Lincoln's ideals.

The school was dismissed with the singing of the national anthem.

Thruout the exercises were characterized by an intelligence and sincerity that gave a marked dignity and earnestness to all the proceedings.

The young men and women retiring from office, and those entering upon their new duties did themselves and the school great credit by the way in which they expressed their interest in good government and their intention to secure the same for the school city. As never before, they made the fact clear that good government does not merely consist in the effective policing of a city, but in securing as well to the citizens all rights and privileges that will make for their health, comfort, and happiness. To this end the plans of the school city government are for the protection of the citizens as regards their health and the disposition of their time during their hours of study, as well as for rational amusements in their hours of recreation.

In addition to this a spirit of social service is being developed that will reach beyond the confines of the school city, and will work to promote the best interests of humanity.

DR. MARGARET K. SMITH.

State Normal School, New Paltz, N. Y.

In Common Things.

Seek not far for beauty. Lo! it glows
In dew wet grasses all about thy feet;
In birds, in sunshine, childish faces sweet,
In stars and mountain summits topped with snows.
Go not abroad for happiness. For see!
It is a flower that blossoms by thy door.
Bring love and justice home; and then no more
Thou'lt wonder in what dwelling joy may be.
Dream not of noble service elsewhere wrought.
The simple duty that awaits thy hand
Is God's voice uttering a divine command;
Life's common deeds build all that saints have
thought.
In wonder workings, or some bush aflame,
Men look for God, and fancy him concealed;
But in earth's common things he stands revealed;
While the grass and flowers and stars spell out his
name.
The paradise men seek, the city bright
That gleams beyond the stars for longing eyes,
Is only human goodness in the skies.
Earth's deeds, well done, glow into heavenly light.
—MINOT J. SAVAGE.

Jaido's Epistle to Teachers.

From "The New Koran" of Jaido's Morata.

[A curious book, very rare.]

1. The mesenger and servant of God sendeth an epistle to tutors who have charge of young children and are appointed to train them up wisely in the schools.

2. Great is thy office, O Tutor, and grave is thy undertaking for because of the ignorance and occupation of parents thou art called to be a father of many children and a moulder of the spirits of men.

3. I entreat thee to be kind to these little ones, who forsake the delights of their home and come together to submit to thy law; have compassion on their foolishness, and rule them with wise words: thou shalt be unto them as a prophet and a king.

4. Judge their quarrels impartially and keep watch on their conduct within school and without; suffer them not to wander abroad and do mischief in sport, nor the strong to be tyrants over the weak.

5. When they shall incline to transgression or idleness, smite them with a quick and strong eye; and if thou hast no eye strength nor word strength to govern them, thou shalt rule them with a barbarous and old-fashioned school rod rather than let them rebel.

6. And tho a man shall stand up in his school with the stout and strong limbs of a giant, and yet lack shrewdness and soul power, his scholars will buzz around him as a swarm of insolent gnats, and he hath no means to check their confusion.

7. But he who is a wise and able tutor knoweth the measure of his pupils, and bringeth them into order as the captain of a legion; he moveth them with the might of his countenance, and controlleth their waywardness with a well-spoken word, as a charioteer bridleth many horses.

8. If thou shalt have a profligate pupil who committeth a grievous offense, it is better to make him repent by corporal chastisement than to suffer him to go on with impunity and feel no remorse.

9. But trust not to that penitence that cometh from the rod, otherwise the transgressor will presently hide from thine observation and begin again to sin as before.

10. Therefore enlighten his understanding with good words, and awaken his conscience, that he may see all the evil of his conduct even as thine own eyes; then will he go forth and be sorrowful in private, and his repentance will be of some worth.

11. When thou shalt have a wild and turbulent pupil, go visit his parents and agree with them concerning his government; for if the parent and tutor be as one, they can do whatsoever they will; but if they be at variance, the pupil will despise them and go forth to have his way.

12. When thou goest into the school to assemble thy scholars, put away the bias of divers moods, and suffer them not to know thy good or bad fortune, and whether thou hast sorrow or joy.

13. But when thou beginnest to govern them, manifest thy moods according to their conduct; let them see that thou hast sorrow because of their disobedience, and art happy to behold them do well.

14. When thou shalt promise or threaten anything, see that thou certainly do it, or thy words will be esteemed as the wind: he who is full of vain bluster cannot deceive many days; but the strong tutor ruleth in quietness, for every one knoweth his strength.

15. A noisy tutor maketh a noisy school, for according as a man giveth his scholars the key-note they are certain to follow him and imitate his quiet or boisterous tone.

16. In a well ordered school instruction goeth on

constantly and quietly as in a solemn church, and no discordant noises are heard; but an ill-governed school containeth within its walls confusion and din, like unto a factory that is full of the clatter of looms.

17. An idle tutor will certainly have idle scholars; but an active and diligent tutor putteth his spirit into his pupils with great power, and quickeneth and ruleth them even as he ruleth his own fingers.

18. A harsh and severe tutor is hated and feared by his pupils; behold they go forth and meet in their field walks without pleasure, and there is no recognition of smiles.

19. And as to the foolish and weak fellow, who curbeth not the wantonness of his scholars, but humoreth them in all things and permitteth them to have half their own way, instead of being respected whenever he goeth abroad he is a target for their sport and derision.

20. But the wise and good teacher correcteth his children with sorrow and commendeth them with love and behold they salute him in the street with glad smiles, and follow after him as young lambs that rejoice in the care of their shepherd.

21. They are proud to do his bidding and make known his precepts and tales; they delight to carry him fresh news from the village and the farm, and in springtime they go forth into the fields, and bring him a tribute of sweet flowers.

22. He who is a wise tutor divideth his pupils into classes to help his authority, and setteth them in order one against another after the manner of a king.

23. When thou beginnest to teach, forget not this truth, that example is better than precept. If thou shalt give to thy scholars a number of grammar rules concerning good speaking and writing, they will still commit errors, and not be restrained by thy rules.

24. But take thy pen and put before them a fair copy of writing and let them hear from thy lips correct speech, then will they give heed to the true fashion of language and be diligent to do after thy example.

25. For good language is acquired by good taste, and children must learn language as an imitative art, and not as a science which is founded on strict forms and rules.

26. And let them behold above all things the true fashion of life; set before them a fair copy of industry, temperance, neatness, justice, patience, truth, and thy model shall not fail to make an impression and move the imitation of their souls.

27. When thou shalt enter the school to give instruction on any matter, be sure that thou first understand thyself; for how canst thou presume to give light unto others if thou hast not yet thyself been enlightened?

28. He who hath knowledge that is only in the blossom, cannot impart it to other minds; but he that hath ripe knowledge, which yieldeth good seed, is liable to diffuse it among many.

29. And therefore I say, ripen thy knowledge till it floweth from thy lips into the seed of good words, and study thy lessons at morning and evening, as a farmer prepareth seed for his field.

30. When the feeble scholars go forth and look on the high cliff of learning, their hearts faileth them by reason of the great task which they behold; and those who are filled with zeal and think to mount up suddenly, fall back again, and so are discomfited.

31. Therefore the wise and skilful teacher prepareth a clear way for his pupils, he maketh many stages in the tall mountain to facilitate their ascent,

and cutteth out a ladder in the steep rock that they may climb up by easy gradations.

32. It is not enough to cram thy pupils with much knowledge that may soon be forgotten; it is needful to strengthen their minds. Behold how they run up and down on the playground, leaping, bowling, and whirling the hoop, tho they receive no wages for all their exertions; yet they get work power, which shall profit them in the end.

33. Even so every pupil who submitteth to school discipline, and exerteth his mind to solve a hard question or master an exercise or calculate a sum, hath not acted idly for an hour but hath quickened his thought for future occasions.

34. Moreover, if any man have a son, and desires to make him a good artisan, it is not enough that he put into a wallet all the tools and treasure of the art, and say, Go forth now, be skilful and dexterous; for the gifts which the son receiveth without labor are of little account, because he is awkward and hath never been trained to their use.

35. And is a man set about to strengthen his son with much labor it is not enough to exercise his powers with beating the sand by the seashore, or sorting into heaps the loose pebbles; otherwise when the young man goeth forth of himself, and perceiveth no profit in the task he revolteth from toil altogether.

36. But when he shall take the youth into a forge, and cause him to beat iron and work it skilfully, bending it into many shapes for the service of men, he traineth his powers to good purpose, and giveth him a task of double profit, in which he will soon take delight.

37. Even so, when ye go into the school to teach children, furnish your pupils with a practical and profitable exercise, that they may direct their thoughts wisely for the future days, and add to their strength and add to their stores also.

38. Let every child be instructed in the laws of health and the laws of labor, whatsoever he may

learn more besides, and pass not over the things which are near and homely, to teach things which are foreign and far off.

39. It is better that a scholar have much knowledge of few things than a little knowledge of many things; it is better to have a high knowledge of things which are humble, than a low knowledge of things which are great.

40. For superficial knowledge which is broken and scattered leadeth to many delusions; but sound knowledge extendeth itself in good time, and maketh a man safe.

41. O tutors, while ye stand up to correct the faults of your pupils, be watchful every hour, and forget not that ye have faults of your own.

42. In wrestling for the mastery be ever on guard amidst many provocations, and watchful that ye lose not your temper, for he who is not calm in combat and loseth his temper will likewise be losing the fight.

43. Strive to be patient and humble in the midst of your little scholars, bear with their infirmities, and condescend to the measure of their minds.

44. A proud, meditative man soareth above his pupils, and regardeth them as mice; he walketh contemptuously among them, and hideth his light and leaveth them to grovel in darkness.

45. But put away such haughty moods; beware also of petty entanglements, which irritate and anger a man; and take heed that ye are not overcome by indolence and tempted many times to slacken your work and defer it.

46. For when the time of harvest cometh, the idle tutor shall be judged even as the idle farmer; tho he sitteth at the desk and seemeth to escape observation, his negligence cannot be hid.

47. The diligent tutor is as one who grafteth wild stocks and planteth an orchard, and it seemeth for awhile that his pains are unrecompensed, but by-and-bye in his old age he shall be rewarded abundantly and surrounded by sensible friends.

Foreign Born Children in Schools.

By Supt. Frank Herbert Beede, of New Haven, Conn.

[Part of Report.]

I obtained the following interesting facts from the United States census bureau at Washington. At the time the census of 1900 was taken there were living in New Haven 30,802 persons born in foreign countries, considerably more than 25 per cent. of our entire population. This number included immigrants from every country in Europe, from Japan, India, China, Australia, Canada, Mexico, Central America, Cuba, and the West Indies. In addition to these, 29 were from other countries in Asia, four from Atlantic islands, one from Pacific islands, 15 from South America, and 17 were born at sea. The same census also showed that in 1900 there were living in this city 60,159 persons both of whose parents were born in foreign countries, Italians, Germans, and Russians being most numerous. This number, of course, included persons of all ages, both children and adults. About 56 per cent., therefore, of our population was, at that time, of foreign parentage, more than one half of them being themselves of foreign birth; at least 30,000 were of non-English speaking nationalities. I do not know how many of these were children in our schools, but, probably the number was about 5,000. In one school 98 per cent. of the pupils were children of foreign-born parents and in five of the 12 rooms every child was of foreign parentage. The report of the United States bureau of immigration for 1905 shows that last year 26,174 immigrants came to Connecticut, this number being almost exactly twice the number that came in 1900.

Of these 26,174, nearly 24,000 were non-English speaking, the Italians leading with 7,641.

These facts show how serious is the problem of the public schools and how important it is that they meet this problem with effective school-room work and with broad, sympathetic and humanitarian spirit. Many of these foreign children, when they first reach our schools, cannot speak or understand the English language and most of them come from homes where foreign ideas and foreign standards of living prevail. The schools are to receive these children, to instruct them in the studies they most need and to familiarize them with American views of life.

While our course of study applies in general to all schools, some of the special features of our school work with these children are special rooms for non-English speaking children; we need more special instruction in English, especially reading, writing, and speaking; special instruction in American history and in the spirit of our national traditions and institutions; elementary instruction in the duties of citizenship.

In general, these children are obedient, responsive, appreciative, and loyal. In such elements of a good school as punctuality, regularity, attention, industry, enthusiasm, and ambition, our foreign schools stand high. It is not surprising, perhaps, that these children, having so few outside interests, being thrown so largely upon their own efforts for what they get in life, and being so dependent upon school for their

hopes of material advancement, should show great industry and ambitions in their school work, but that in comparative scholarship these children should do so well is astonishing. It is not unusual for the mid-year reports of the work of the first year class in the high school to show that, of the 14 grammar schools sending pupils to the high schools, the highest record in scholarship is held by pupils from foreign schools.

On the whole, the schools are dealing with this problem with surprising efficiency.

The teachers are accomplishing much with these children by their real interest in them and by their efforts to help them in many ways; they are real missionaries; the needs of the children are studied and met; their interest in good things is won; their homes are visited; their affection is gained; school is made a pleasant place for them; justice, fairness, patience, kindness, prevail. To the credit of our

teachers be it said that only now and then is a teacher found whose real interest in her work is influenced by the clothe the children wear, the homes they come from, of the dignity of their father's names.

The children respond. There is constant improvement in manners, cleanliness and dress. Their progress in school work is rapid. In the upper grades, from the essays they write, the language they use, and the quick intelligence they show, it is hard sometimes to believe that these are the children who entered school a few years ago with foreign traits in their faces, and a foreign language on their tongues. When they leave the grammar school, in their purposes and ambitions, in their views on life within their limited environment, in their loyalty to the standards that have been kept before them, and in their interest in their history and traditions, they are American children. They have become assimilated.

The Professional and Financial Side.

Conducted by William McAndrew.

PRINCIPAL OF THE GIRLS' TECHNICAL HIGH SCHOOL, MANHATTAN.

Dr. George B. Aiton, the high school inspector of Minnesota, reports that not a single school superintendent in his state receives less than \$900. No high school teacher receives less than \$450, and the only schools that pay less than \$360 to grade teachers are Mankato and Winona.

Salary Conditions in Canada.

Early in February a dairy convention was held at Bedford, Quebec. Among the speakers was Professor Robertson, who has been so prominently identified with the agricultural education movement in Canada. Professor Robertson said that in the majority of cases, the men put on school boards were those pledged to keep down taxes. The present scarcity of teachers was due to the fact that the average salary was only \$160 a year.

In a recent number of *Queen's Quarterly* there is an article on "The Improvement of Rural Schools," which bears out Professor Robertson's statement very fully, that in the majority of cases the men put on school boards are those pledged to keep down taxes. The writer, Mr. R. H. Cowley, argues in favor of taking the schools largely out of the hands of local trustees and placing them under the control of county overboards. He says:

For evidence as to the deficiency of management by local boards, and the desirability of adopting the principle of an over-board in every county, it is only necessary to consider the present state of teachers' salaries, the frequency in change of teachers, the indifference of trustees as to experience, maturity and qualifications of teachers, the low percentage of regularity of attendance of pupils, and the lack of business methods in maintaining and improving the school premises and equipment.

In our rural public schools to-day there are about six thousand teachers, of whom nearly three thousand five hundred hold only third class certificates and lower qualifications; about two thousand four hundred hold second class certificates, while barely a hundred hold first class certificates. As a third class certificate is valid but for three years, it will be seen that nearly sixty per cent. of the rural public school teachers have merely a temporary qualification, while less than two per cent. have attained to the first class certificate, or complete qualification of the public teacher, as recognized by law.

Professor Robertson looks for improvement by an appeal to higher ideals on the part of the tax payers, and the introduction into elementary schools of such subjects as nature study, manual training, and domestic science. Whatever doubts may be held by some educationists as to the value of these courses in

an educational system, it is certain that in the several experimental cases in our own province, where nature study and school gardens were added to the rural school, the conditions at that school were greatly improved. In every case, the pupils entered heartily into the new work and maintained their enthusiasm, while in most cases the tax payers and commissioners have been catching the infection sufficiently to induce them to improve the school building by the application of paint and otherwise, and thus to put it in harmony with the new surroundings.

In one instance in Brome, the boys of the school asked and received permission from the commissioners to sell the hay off a portion of the school grounds, that they might purchase a lawn mower. The school lawn is now kept regularly trimmed. A system that transforms a boy's love of distinctiveness in that manner has certainly something to commend it. And if anything like a fair proportion of the rural pupils who are now receiving this kind of instruction become farmers themselves, they may be counted upon, surely, to take a larger view of their responsibilities as taxpayers in the matter of education. It is an enlightened generosity that is most needed.

Salaries at Western Reserve.

Pres. Charles F. Thwing, of Western Reserve university, in an address before the Washington alumni of that institution, touched upon the question of poor pay of teachers in colleges. Western Reserve university," he said, "in common with most colleges, is brought face to face with the question of the diminishing purchasing values of salaries. At the present time there are four professors who receive \$3,000 annually, eleven who receive between \$2,500 and \$3,000 annually, eight who receive between \$2,000 and \$2,500 annually, twelve who receive between \$1,500 and \$2,000 annually, thirteen who receive between \$1,000 and \$1,500 annually, and twelve who receive between \$800 and \$1,000 annually.

"These salaries are relatively high, as compared with most colleges. But the simple fact is that the pecuniary compensation now obtaining in most colleges is painfully inadequate.

"The paying of inadequate salaries does not apply to those who receive the larger stipends, but to those who, in the first decade of their teaching, are receiving salaries from \$1,000 to \$1,500. These salaries should receive an increase of at least one-third."

Study of Shakespeare's "Midsummer Night's Dream."

By MAUDE ELMER KINGSLEY, Maine.

The three characteristics of this pretty drama are—its magical beauty, the absence of obtrusively human plot, and the introduction into this "work-a-day world" of a band of airy sprites into whose presence we are fearlessly led. We are allowed to join in their revels, are shown their caprices and their pranks, and are taught by many a fantastic artifice and laughable device what an uncertain and capricious thing is the love-making of youths and maidens.

It was Shakespeare who first gave the fairies a place on the English stage; who first gathered into one wood—that "wood near Athens"—the nymphs, the naiads, the hobgoblins, the fays, the brownies of all lands. And what a fascinating troop of little folk it is! What charming conversations are carried on, what delightful plots are laid on the banks where "the wild thyme blows"! "No mortal work," says Mr. Lang, "brings us so near to our angel infancy, and so close to the gates of the Lost Paradise of innocence. It is charged with no great burden of passion or of wisdom; it is all compact of mere beauty and friendly mirth; and where all is marvelous as in Shakespeare, contains a new miracle of its own, an imagination glad, gay, and tender, a new mood among the countless, the godlike moods of the greatest of human intellects."

"A Midsummer Night's Dream" readily divides itself into three parts: The wrangling lovers, the mischievous fairies, and the humorous mechanicals. As a background for the whole stand the calm and placid Theseus and Hippolyta, brought to Shakespeare's Athens from the very courts of the gods and from the days when there were giants to fight, and dragons to slay. In glaring contrast to the two Athenian youths, who love neither wisely nor well, the calm superiority of Theseus stands out so strongly that we yield to it without question; thrilling with admiration over his wise counsel to Demetrius and Hermia, and quite forgetting the little Cretan girl, Ariadne, whom this very Theseus carried away from her father's palace and basely abandoned on the lonely island of Naxos. Hippolyta is so splendidly dignified by the side of the love-lorn girls, that we involuntarily do homage to her gracious womanhood, ignoring entirely the fact that she is of the sexless race of Amazons who were wooed and won by the sword.

The Human Side.

Theseus, the wisest of dukes and most impatient of lovers, is to be wedded to Hippolyta when

"four happy days bring in
Another moon."

We find him when the story opens, giving orders to the master of revels to see that his nuptials are celebrated with all customary pomp and ceremony:

"Go, Philostrate,
Stir up the Athenian youth to merriments;
Awake the pert and nimble spirit of mirth;
Turn melancholy forth to funerals—
The pale companion is not for our pomp."

After this command, it does not surprise us to be transported to "a wood near Athens" where Peter Quince and his company, of which Bottom, the weaver, is easily the star, are rehearsing "the most lamentable comedy and most cruel death of Pyramus and Thisbe," which these merry sons of toil are planning to play at the wedding feast of Duke Theseus.

This is the comic element of our drama; and Bottom's ludicrous assumption of all the roles, his theory of art, his views on the subject of fairy music, have made that Athenian forest echo with the laughter of three centuries. He would be, not only Pyra-

mus, but Thisbe as well; not only lover and mistress, but lion also.

"Let me play the lion, too; I will roar that I will do any man's heart good to hear me; I will roar that I will make the duke say, 'Let him roar again.'"

While the rehearsal is going on, Lysander and Hermia, fleeing from Athens, whose laws give to its citizens power to compel their daughters to marry whomsoever the fathers pleased, lose their way and sit down to rest on the primrose starred turf of this same wood; and thither come Demetrius in search of Hermia, and Helena in unmaidenly pursuit of Demetrius. Helena, lost to all sense of even the very loose decorum of Theseus' court, fawns like a spaniel upon Demetrius.

This is the human part of the story; and, so far, it is a common-place, homely, even unpleasant plot, wholly unworthy of the brain that conceived it. But we are reckoning without the fairies, whose favorite haunt is this self-same forest.

The Fairies' Part.

These fairy folk, tho so small that a snake's enameled skin "is weed wide enough to wrap a fairy in," can do with poor, clumsy mortals as they choose; and, by their "quips, and pranks, and wanton wiles," can turn tragedy into comedy, and comedy into tragedy, at a moment's notice. The means they use in this especial case, is the "Little Western flower," in whose juice Cupid's dart has been quenched. This, in the hands of the roguish Puck, brings about complication after complication in the otherwise simple plot.

Titania and Oberon have quarreled; and, having met unexpectedly, by moonlight, they renew their heated discussions so vehemently that their attendant fairies quake with fear. The mutual reproaches of the two tiny fays, seated on their acorn cup throne, form one of the most fascinating scenes of the drama.

"Why art thou here,
Come from the farthest steep of India?
But that, forsooth, the bouncing Amazon,
Your buskined mistress and your warrior love,
To Theseus must be wedded,"

says Titania, whose jealousy of Oberon is so deliciously funny. Oberon's long smouldering grudge against his queen suddenly breaks forth into the fire of Lilliputian passion:

"How canst thou thus, for shame, Titania,
Glance at my credit with Hippolyta,
Knowing I know thy love to Theseus?"

Titania, a woman tho a fairy, has the last word; and Oberon, driven to desperation, determines to inflict condign punishment upon his wilful lady. Accordingly he summons the tricky Puck, his privy councillor:

"Yet marked I where the bolt of Cupid fell;
It fell upon a little Western flower,—
Before milk-white, now purple with love's wounds,—
And maidens call it love-in-idleness.
Fetch me that flower; the herb I showed thee once,
The juice of it on sleeping eyelids laid
Will make or man or woman madly dote
Upon the next live creature that it sees."

The Motif.

Now at last we have the motif of the drama revealed to us; and from this point to the end, the charmed juice of love-in-idleness holds us with its spell. With the exception of Theseus and Hippolyta who are mere puppets, there is no character that does not fall, directly or indirectly, under the influence of this love charm. Oberon anoints the eyes of Titania, lying on her couch of cowslips and sweet violets, and sung to sleep by the most exquisite of all lullabies:

Philomel with melody
Sing in our sweet lullaby;
Lulla, lulla, lullaby; lulla, lulla, lullaby;
Never harm, or spell, or charm,
Come our lovely lady nigh;
So, good-night, with lullaby."

When the deed is done, and the magic words

"What thou seest when thou dost wake,
Do it for thy true love sake"

are spoken; then the vengeful Oberon becomes a kindly fairy once more, and despatches Puck on an errand of mercy:

"Take thou some of it, and seek thru the grove—
A sweet Athenian lady is in love
With a disdainful youth; anoint his eyes;
But do it when the next thing he espies
May be the lady."

We know at once that Oberon means Demetrius, whose conversation with Helena he has overheard; but the mischievous sprite, either by accident or design, touches the eyelids of the sleeping Lysander with the purple flower. It is Lysander who awakes, and it is Helena upon whom his glance first falls,—Helena, who, dejected and forlorn, has been left alone by Demetrius in the enchanted forest, where the fairies are holding their nightly revels, where weary mortals have lain down to rest, and where Titania, awaking from slumber, is opening her eyes upon poor luckless Bottom; whom the freakish Puck has led away from his fellow actors and adorned with an ass's head.

Once more the little Western flower must play its part. Demetrius, so far, has been untouched; but Oberon, as soon as he learns of Puck's mistake, quickly, "latches" the Athenian's eyes with the flower and sends his swift messenger to find Helena and bring her to the side of the man she loves.

The scenes that follow beggar description: Titania's infatuation for the monster Bottom; the bitter quarrel between Helena and Hermia, when the latter finds herself bereft of both her lovers; the chase led the infuriated Athenians by the malicious Puck; the undoing of the spell—while reading, we realize, as never before, that "Shakespeare wrote the wisest and most wondrous things ever written by mortal man."

The time comes at last when every man takes his own; but the charm of the little flower never wholly vanishes. The eyes of Demetrius are never unloosed and he cleaves to Helena always.

"The object and the pleasure of mine eye
Is only Helena. To her, my Lord,
Was I betrothed, ere I saw Hermia—
But, like in sickness, I did loathe this food;
But as in health, come to my natural taste,
Now will I love it, wish it, long for it,
And will forever more be true to it."

he says complacently, and never knows how the waggish Puck laughs at him!

Titania and Oberon make up their quarrel, Bottom returns to his disconsolate company, the loving couples are "eternally knit" with the "blessing of the fairies who have led them such a dance," and the play of Pyramus and Thisbe is right merrily performed.

This dazzling array of rapidly shifting scenes and whimsical conceits appeals not only to our sense of beauty and humor, but to our sense of our eternal verities as well. The caprices of lovers make up a large part of life, and the juice of love-in-idleness is ever at work; while the impish Puck, sometimes in person sometimes in spirit is always present saying with his mocking laugh:

"Lord, what fools these mortals be!"

Honor to Pioneer Teachers.

The board of education of St. Louis, Mo., has under consideration the naming of several new school buildings. At its annual meeting in January the Missouri Historical Society adopted a resolution suggesting that the board name one of these buildings after Jean Baptiste Trudeau and another after Edward Hempstead. Jean Baptiste Trudeau was the first school teacher St. Louis had. He went there from New Orleans in 1774, began at once to teach, and followed that vocation for fifty years.

"Allusions" in Virgil's Aeneid.*

BOOK IV.

Line 20.—Sychaeus, a Tyrian priest and husband of Dido, was murdered by King Pygmalion. Knowing the avarice of Pygmalion Sychaeus had hidden his treasures in the earth, but to no avail. The King hoped thru Dido to get possession of the treasure, but she fled from Phoenicia to Africa, where by aid of her husband's wealth she founded Carthage.

Line 26.—Erebus, a name signifying darkness, hence applied to the gloomy space under the earth, thru which the shades pass on their way to Hades.

Line 27.—It was considered rather contrary to good taste, among the Romans, for a matron to marry a second time.

Line 34.—Manes, the souls or shades of the departed.

Line 36.—Tarbas, king of the Gaetulians, and son of Jupiter Ammon by a Libyan nymph.

Line 40.—The Gaetulians lived south of Carthage, the Numidians west, the Syrtes east.

Line 43.—The Barcae lived some distance from Carthage, on the east.

Line 52.—The constellation of Orion was called stormy because it set at the beginning of November, when storms of wind and rain were frequent.

Line 58.—Ceres was worshipped as the one who instituted laws, as well as the rite of marriage. Lyæus or Bacchus, presided over all growth.

Line 119.—Titan, name given to the sun-god as son of Hyperion, who was a Titan.

Line 127.—Hymenæus, god of marriage.

Line 143.—Lycia is called wintry because Potara; near the mouth of the Xanthus in that section of Asia Minor, was a winter haunt of Apollo.

Line 144.—Delos, called maternal because on that island Latona gave birth to Apollo and Diana.

Line 146.—Dryopes, a people of Pelasgic origin; dwelling in the Peloponesus, Euboea, and Asia Minor—Agathyrsi, a people of European Sarmatia.

Line 166.—Tellus, the earth, mother of all things.

Line 179.—Coeus and Enceladus, two of the most powerful of the Titans, whom Jupiter, in the battle between the Olympian deities and the giant-sons of earth, had hurled down to the depths of Tartarus by means of his thunderbolts.

Line 198.—Hammon, an Egyptian god, identified with Jupiter.

Line 207.—Lenean, referring to Bacchus, who was called Leneus, a surname derived from the Greek word meaning wine-press or vintage.

Line 215.—Paris, a contemptuous designation applied to Aeneas, as one who had stolen the bride of another.

Line 222.—Mercury, son of Jupiter and Maia, and herald of the gods. He was the god of eloquence, since the heralds were the public speakers at assemblies. Hence the tongues of sacrificial animals were offered to him. He was god of prudence and skill in the relations of social intercourse, also of cunning and even fraud, perjury, and the inclination to steal. He was the patron of gymnastic games. His attributes were the winged cap, the staff which he carried as herald and which he had received from Apollo, and the beautiful golden sandals with wings at the ankles, which carried the god over sea and land with the swiftness of the wind.

Line 242.—Orcus, a surname of Pluto, here used instead of Hades. It was one of the duties of Mercury to conduct the souls of the dead to the underworld.

Line 243.—Tartarus, a place below Hades, where he spirits of the wicked were punished for their crimes.

Line 247.—Atlas, one of the Titans who made war

*Continued from THE SCHOOL JOURNAL of December 30.

upon Jupiter, was changed into Mount Atlas, on which rested heaven with all its stars.

Line 252.—Mercury, called the Cyllenian from Mt. Cyllene in Arcadia, which was said to have been his birthplace and where was situated a temple sacred to him.

Line 302.—At the biennial festival at Thebes, in honor of Bacchus, the sacred emblems connected with the worship were taken from the temple and carried to Mount Cithæron. At sight of the emblems the followers of the god became almost frenzied.

Line 345.—At Grynia, a city of Aeolis, there was a temple sacred to Apollo.

Line 367.—The Hyrcani were a people living near the Caspian sea.

Line 372.—Jupiter was supposed to be the son of Saturn.

Line 469.—Eumenides, the Furies.—Pentheus, king of Thebes, was driven mad by Bacchus because he had opposed the introduction of the worship of the god into his land. In his madness he saw the sun and the city double.

Line 471.—Orestes, son of Agamemnon and Clytemnestra.

Line 483.—Massyli, a people of northern Africa.

Line 484.—Hesperides, the guardians of the golden apples which earth gave Juno at the time of her marriage with Jupiter. They were the daughters of Atlas and Hesperis. They were supposed to live in a garden far to the west. They were aided in their care of the golden apples by the dragon Ladon.

Line 510.—Erebus, god of darkness. Chaos, personified as god of the lower world.

Line 511.—Hecate, a three-fold deity of the lower world. She is described as having three bodies or three heads, one of a horse, one of a dog, and the third of a lion. She was supposed to wander about with the souls of the dead, and her approach was heralded by the whining and howling of dogs.

Line 585.—At the close of every night Aurora was said to rise from the couch of Tithonus and on a chariot drawn by the swift horses Lampus and Phaëthon ascend from the River Oceanus up to heaven. There she announced to the gods the coming of the sun. Because of her love for Tithonus, who was a son of Laomedon and hence brother to Priam, she besought the gods to grant him immortality. She forgot, however, to ask that he might have eternal youth, and as a result, in his old age he became terribly shrunken. As he could not die, Aurora finally changed him into a cicada.

Line 638.—Pluto is here referred to.

Line 694.—Iris, daughter of Thaumas and Electra, and sister of the Harpies. She served as messenger of the gods, especially Jupiter and Juno. She was supposed to travel on the rainbow, which therefore appeared whenever she wanted it and disappeared when no longer needed.

Line 698.—According to the Romans, Proserpina took a lock of hair from the heads of the dying as a token that they were admitted to the lower world. This did not hold, however, in the case of those who committed suicide.

The Poet Virgil.

Virgil's life was uneventful; he took no active part in the politics or warfare of his time. Of his character we consequently know little. He is described as tall, dark, and of a rustic appearance. His habits were those of a student. It would seem that he was singularly slow of speech; a fact which would at once disqualify him for public life of any kind. His health, too, was infirm; he suffered from weakness of the throat and stomach, and was liable to headaches and spitting of blood. He studied much, and not only philosophy, but astrology and medicine. He was temperate in his habits, and so retiring that he avoided Rome so far as he could, and when there shunned as much as possible the gaze and admiration of the public. A great poet was liable to be followed and pointed out in the street; when this happened to Virgil, it is said that he would run away into the nearest house. Horace speaks of him as a most transparent and lovable soul; and all indications tend to show that his friends were much attached to him. He had a house at Rome, in a fashionable part, but was seldom there, preferring to live mostly in the comparative quiet of Sicily and Campania.

He was a slow worker. When writing the *Georgics* we are told that he would dictate a great number of verses in the morning, and spend the rest of the day in reducing them to the smallest possible quantity, licking them, as he himself said, into shape as a bear does its cub.

The slow in conversation, Virgil was a beautiful reader. His manner of recitation is said to have been sweet and wonderfully attractive; so much so that a contemporary poet, Julius Montanus, said that verses which in themselves seemed flat and dumb sounded well when he read them; such was the charm of his voice, pronunciation, and gestures.

—From PROFESSOR NETTLESHIP'S "Virgil," published by D. Appleton & Co.

Three experiments in new teaching methods are urged upon the Classical Association by Mr. R. Balfour in the *Times*. One is the postponement of all teaching of Latin until the age of twelve, French being used together with the mother tongue for the groundwork of literary training and as a preparation for Latin. The second is the use of the conversational method in the teaching of Latin. The third is the disuse of commentaries and all printed notes.

The first of these experiments has been tried in Germany with marked success, the second, it is thought, would be difficult to carry out, and would involve a loss of purity of style. As to the third, Mr. Balfour asks: "The commentators and their comments—shall we never be rid of them? Shall we never recover the old use of the word 'scholarship,' which implied some of the higher intellectual qualities, power of synthesis, and breadth of view, and, at its best, some humor as well? Shall we never learn to detest the 'make-up' of those pages with their thin strip of text at the top, their thick belt of small type recording all the MS. variants, their solid double columns of notes? Shall we always take depth of erudition as a valid excuse for narrowness—and length—of treatment?"

—The University Correspondent.

The personnel of the board of education changes from year to year, but the schools remain, and we must be actuated by what will add to their effectiveness and success. Supervision is a means to this end. It should be the policy of the board not only to maintain a system of supervision, but to insist that the kind and quality shall be such as will broaden the horizon of the class teacher, elevate, instruct and assist her.

Newark, N. J.

CHARLES W. MENK.

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Latin Composition in Secondary Schools.

By Benjamin L. D'Ooge, Professor of Latin in the Michigan State Normal College.

(Continued from THE SCHOOL JOURNAL of Jan. 27.)

But what can the ambitious and conscientious university graduate do who is suffering from the inadequacy of his *alma mater's* courses in Latin writing? His case is far from hopeless. Persistent private study and constant practice in composition can accomplish wonders. The vital question in this whole matter, my fellow teacher, is, can you write, not elegant, but good grammatical Latin? If you can't, you will fail in teaching Latin prose, and you deserve to fail.

A second reason for poor results may be found in the quality and methods of our Latin composition text-books. The value of a prose text-book may be tested by observing how well it serves the four purposes named above for which the study is pursued, namely: drill in forms, vocabulary, sentence structure, and syntax. For example, Jones' "Latin Composition" and books of similar type, while they are strong in the emphasis placed upon systematic instruction in syntax are weak in that no easy sentences are provided for rapid oral drill in forms and vocabulary and in having no organic connection with a Latin text as a basis for the study of Latin idioms and sentence structure. In other words, these books accomplish but one of the four prime objects of Latin prose instruction.

The serious weakness in the books of the *pari passu* type is that they fail utterly where the former are strong and are strong where the former are weak. They have abundant material for oral and written translation based on the text of Cæsar and Cicero, and the exercises are just the kind of drill in vocabulary, idioms, and sentence structure which will be most useful in developing power to read those authors; but unhappily there is no coherence or plan in the presentation of the syntax. Constructions are studied as they happen to occur in the reading of the text and instead of a well organized unit of classified knowledge, we have syntactic chaos. Tho the student of this system may save a few fragments, "*rari nantes in gurgite vasto*," his general mental condition in syntax will be what I may perhaps call Latin prose decomposition. I wonder what mathematician would teach first a little addition, then a bit of long division, then some percentage, then a little cube root, then a liberal dose of decimal fractions and expect after a continuous use of this method to find that his pupil had a well organized and integrated knowledge of arithmetic. High school pupils are not old enough or mature enough to classify knowledge for themselves. Facts must be taught in their relations and only after this has been thoroly done can they with any certainty relegate phenomena in language or in nature to their proper place. The fatal weakness with the so-called *pari passu* method of teaching syntax lies just here. To-day we have a lesson on the genitive, to-morrow on the ablative, next the subjunctive with *quin*, then the gerundive, then the indirect question, then a little more genitive, then a glancing shot at the dative, and when all is done, need we be surprised if our students fail to have an orderly and comprehensive view of the subject and are sick unto death of syntactic indigestion?

After so much destructive criticism, it is time that I offer something of a constructive character. During my long service, I have made some experiments and gathered much experience and perhaps a little wisdom, especially from failures in this difficult field, and I will venture to outline the sort of prose work which has yielded me the best results. From what has preceded, you can readily infer its chief characteristics. In the first place, I believe in having a good deal of it; all that is possible. A little every

day is better than a little more once a week. Continue the work thru the second, third, and fourth years of the secondary school course. In the second year more time should be given to it than in the third, and in the third more than in the fourth.

The work of the second year is vitally important and should comprise a systematic study of all the principal constructions by lessons from the grammar enforced and illustrated by the translation of parallel exercises based on Cæsar. The exercises should be both oral and written. The sentence for oral translation should be short and easy. The chief value of the oral exercise as compared with the written exercise is that it gives better drills in forms and vocabulary. To make this drill effective, however, the translation must be made quickly and sharply, and that is impossible when the sentences are long and difficult. Ten easy sentences for this purpose, are worth ten times as much as ten hard ones and can be given in half the time. This drill is all the more necessary because we are but too well aware that the majority of students come to the work of the second year with forms but half learned—a condition likely to continue as long as teachers continue to cherish the pleasant heresy taught by many beginners' books that a knowledge of forms can be absorbed by a painless process of unconscious cerebration. A written exercise should be required at least once a week and should be in continuous discourse so as to afford drill in Latin sentence structure as well as in syntax, forms, and vocabulary.

In the third year the grammar should be gone over again in much the same way as in the second, except that constructions should be discussed more fully and the sentence should be somewhat more difficult. Possibly some may imagine that it is not necessary to go over the grammar again the third year; but I am emphatically of the opinion that it is, and that the fog of ignorance which prevails the first year and which begins to lift the second year, does not fully lift until the third year, and then only thru fasting and prayer. The exercises in the third year are naturally based on Cicero, and, as in the case of the Cæsar exercises of the second year, are of great importance in leading to a fuller grasp of the author read.

An important phase of the work to be begun in the second year and continued with increasing attention in the third and fourth is careful discrimination in the use of words. If the prose book you are using does not contain lists of the common synonyms, get one that does or make such lists yourself for the student to learn.

After a student has been carried thru the prose of the second and third years, as I have sketched it, he will enter the fourth year with the following inventory of the work accomplished: a complete mastery of the inflected parts of speech—a good vocabulary of words and idioms from Cæsar and Cicero—a rudimentary knowledge of synonymous words—the fundamental principles of word order and sentence structure—a comprehensive grasp of the essentials of Latin syntax. With a mind thus stored and disciplined the student is well prepared for the final test of the senior year when he should be asked to translate miscellaneous sentences and connected passages unaccompanied by a basic text. These exercises should, however, in a general way, be based upon the works of Cæsar and Cicero with whose vocabulary the student is most familiar. One or at most two written exercises per week thruout the senior year would accomplish the purpose admirably, and, if a student thus prepared goes from the second-

dary school to the university; he can go with the serene consciousness that he will shine as a star of the first magnitude in the nebulous mediocrity of the average freshman class.

A final question which I desire to discuss briefly is how the written prose work may be corrected most advantageously, for careless and ineffective methods here are fatal to all improvement in writing. The usual *modus operandi* we are all familiar with. The sentences are written on the board by a portion of the class, the teacher corrects them with perhaps some suggestions from the pupils, and that is all. If the students are expected to keep their sentences in a note book for the future inspection of the teacher, they simply copy the corrected sentences from the board, accepting with joy such as they did not write themselves. Now this method leaves the teacher so much in the dark about the real work of the individual student and presents such a paradise for the shirk and incompetent that I wish it might be banished. How much does the teacher know about the work of those who were not sent to the board? Nothing. How much about that of those who were sent? Very little, if each student writes but one sentence. The second serious objection is that copying corrections from the board destroys all individuality and independence on the part of the student. It is quite conceivable that a blind following of what is before him will lead him to correct in his own paper what is superior to what is on the board. I strongly advocate, therefore, that the work of all students be handed in before any corrections are made. Let the teacher examine the papers and underline for correction such errors as appear, but make no change himself. When the papers are returned the next day, the teacher, in full possession of the facts, will have such parts of the work placed on the board as afford alternative constructions or such as the inspection of the papers has shown to be in need of explanation. Here is a splendid opportunity for some effective teaching. After this class exercise the papers should be re-written and again handed in and again examined by the teacher for remaining errors. This method makes more labor

for the teacher, but it leads to such excellent results that I have followed it for many years in collegiate as well as in secondary grades and would choose no other.

Drunkenness in Europe.

The countries that drink the most are not necessarily the most drunken, and statistics of consumption are a poor guide to the degree of a nation's intemperance. On paper the greatest drinkers in the world are the French, yet France is a notoriously temperate country. Her statistics of police drunkenness are less than one-fourth the English record. Before the phylloxera ravaged the vines and led to spirit-drinking, the French probably held the palm for sobriety among European peoples. Italy, Spain, and Portugal, being wine-growing and wine-drinking countries, have large statistics of consumption, but are, as a matter of fact, exceedingly temperate. Northern Russia, Scandinavia, and Scotland are the most drunken parts of Europe, tho the consumption of alcohol per head is comparatively low.

Climate and race have much to do in determining such matters. A warm country is naturally a sober and usually a gambling country. A raw, dull, and damp climate predisposes to indulgence. Thus the northern counties of England, are more drunken than the southern, Scotland is more drunken than England and the west coast of Scotland more drunken than the east. The vigorous predominant races of Europe if not of the world, seem to have been always given to strong drink; and I read many disquisitions that sought to prove that energy, enterprise, and drink go necessarily together in the sum total of national character. But I do not suppose that any one will be inclined to accept the British drink bill as a proof of national virility. For the past ten years this country has spent on drink from \$875,000,000 to \$950,000,000 a year. Its average annual expenditure on drink amounts, therefore, to a sum that is more than the entire annual revenue, that is equal to all the rents of all the houses and farms in the kingdom, and that is only a little less than the cost

of the South-African war. Nearly five-eighths of this goes in beer, about a third in spirits, and one-thirteenth in wine. The expenditure per head, on the basis of the whole population, works out at a little over \$21 per annum; but it is reckoned that there are in the United Kingdom nearly 3,000,000 abstainers and about 14,000,000 children under the age of fifteen. Deducting these, the number of actual consumers is estimated at 24,000,000, whose annual expenditure per head thus comes to over \$35. It is also calculated that the English working-class family spends almost one-sixth of its income on liquor.

—Sidney Brooks, in *Harper's Weekly*.



Wood-Shop, Boys' High School, Atlanta.—W. F. Slaton, Supt.

Dies Iræ.

A Latin poem by Thomas of Celano, written about A. D. 1250. Perhaps no poem has been more frequently translated. A German collector published eighty-seven versions in German.

Dies Iræ, Dies Illa, dies tribulationis et angustiarum,
dies calamitatis et miseriarum, dies tenebrarum et caliginis,
dies nebulæ et turbinis, dies tubæ et clangoris
super civitatis munitas, et super angulos excelsos!—
Sophonias i. 15, 16.

Dies iræ, dies illa!
Solvat sæculum in favilla,
Teste David cum Sybilla.

Quantus tremor est futurus,
Quando Iudex est venturus,
Cuncta stricte discussurus!

Tuba mirum spargens sonum
Per sepulchra regionum,
Coget omnes ante thronum.

Mors stupebit, et natura,
Quum resurget creatura,
Judicanti responsura.

Liber scriptus proferetur,
In quo totum continetur,
Unde mundus judicetur.

Iudex ergo cum sedebit,
Quidquid latet, apparebit:
Nil inultum remanebit.

Quid sum, miser! tunc dicturus,
Quem patronum rogaturus,
Quum vix justus sit securus?

Rex tremendæ majestatis,
Qui salvandos salvas gratis,
Salva me, fons pietatis!

Recordare, Jesu pie,
Quod sum causa tuæ viæ;
Ne me perdas illa die!

Quærens me, sedisti lassus,
Redemisti, crucem passus:
Tantus labor non sit cassus!

Iuste Iudex ultionis,
Donum fac remissionis
Ante diem rationis!

Ingemisco tanquam reus,
Culpa rubet vultus meus;
Supplici parce, Deus!

Qui Mariam absolvisti,
Et latronem exaudisti,
Mihi quoque spem didisti.

Perces meæ non sunt dignæ,
Sed tu bonus fac benigne
Ne perenni cremer igne!

Inter oves locum præsta,
Et ab hædis me sequestra,
Statuens in parte dextra.

Confutatis maledictas,
Flammis acerbis addictus,
Voca me cum benedictis!

Oro supplex et acclinis,
Cor contritum quasi cinis,
Gere curam mei finis.

Lacrymosa d'es illa,
Qua resurget ex favilla
Judicandus homo reus;
Huic ergo parce, Deus!

TRANSLATION.

That Day, a Day of Wrath, a day of trouble and distress, a day of wasteness and desolation, a day of darkness and gloominess, a day of clouds and thick darkness, a day of the trumpet and alarm against the fenced cities, and against the high towers!—*Zephaniah* i. 15, 16.

Day of vengeance, without morrow!
Earth shall end in flame and sorrow,
As from saint and Seer we borrow.

Ah! what terror is impending,
When the Judge is seen descending,
And each secret veil is rending!

To the throne, the trumpet sounding,
Thru the sepulchres resounding,
Summons all, with voice astounding.

Death and Nature, mazed, are quaking,
When, the grave's long slumber breaking,
Man to judgment is awaking.

On the written Volume's pages,
Life is shown in all its stages—
Judgment record of past ages.

Sits the Judge, the raised arrainging,
Darkest mysteries explaining,
Nothing unavenged remaining.

What shall I say then, unfriended,
By no advocate attended,
When the just are scarce defended?

King of majesty tremendous,
By thy saving grace defend us,
Fount of pity, safety send us!

Holy Jesus, meek, forbearing,
For my sins the death-crown wearing,
Save me, in that day, despairing!

Worn and weary, thou hast sought me;
By thy cross and passion bought me—
Spare the hope thy labors brought me!

Righteous Judge of retribution,
Give, O give me absolution
Ere the day of dissolution!

As a guilty culprit groaning,
Flushed my face, my errors owning,
Hear, O God, my spirit's moaning!

Thou to Mary gav'st remission,
Heard'st the dying thief's petition,
Bad'st me hope in my contrition.

In my prayers no grace discerning,
Yet on me thy favor turning,
Save my soul from endless burning!

Give me, when thy sheep confiding
Thou art from the goats dividing,
On thy right a place abiding!

When the wicked are confounded,
And by bitter flames surrounded,
Be my joyful pardon sounded!

Prostrate, all my guilt discerning,
Heart as tho to ashes turning;
Save, O save me from the burning!

Day of weeping, when from ashes
Man shall rise mid lightning flashes,—
Guilty, trembling with contrition,
Save him, Father, from perdition!

—Translated by JOHN A. DIX.

How to Study a Poem.*

WITH AN EXAMPLE.

By H. COURTHOPE BOWEN, M. A.

There are still here and there persons who assert, or in the obscurity of whose minds there lurks the idea that English literature should not be used as a school subject. When pressed for a reason they are found to hold that if once a subject is used for school purposes it inevitably becomes hateful to children—and doubly so if an examination follows. A very little experience, however, of schools and school-children shows that the idea is untrue. It is merely survival of the dark barbarian days of book and birch. Of course, outside school as well as inside, any subject may be spoiled by clumsy handling—as music can be spoiled on a barrel organ. But a teacher has to be more than usually unfit for his work if he manages to spoil all a child's pleasure in literature, provided that it is good and suitable, and that he treats it as literature, that is, as the skilful and harmonious expression of thought and feeling.

But turn we from these bold, bad folk, and let us consider the views of those who allow that literature may be introduced with advantage into the classroom. And here we are at once met by two extremes—which, like the buckets of an old well, go up and down alternately, but leave truth lying at the bottom between them. The one would put his poem or prose—often by no means suitable for the young—before the child. The child either understands and appreciates it, or he does not. If he does you had better not interfere; you can only do harm. If he does not, he is hopelessly stupid; you can do nothing for him. The other, remembering the days of his Latin bondage, gives all his mind to the petty details of grammar, etymology, and antiquarianism, and forgets that his subject is literature. I will call the former the "rapid impressionist" and the latter the "laborious pedant."

Now what is the assumption made by the rapid impressionist? We will allow—and it is granting a good deal—that the piece he has chosen is suitable. He assumes that his pupil will understand quickly and spontaneously (1) the author's subject matter, (2) the author's own attitude towards this, (3) his vocabulary, (4) his statements and illusions, and (5) the trailing cloud of associations which these bring with them, and which in poetry are often of more importance than the direct literal meaning. He cares for the whole and not for the parts. In his eagerness for a result of some kind he neglects the means. He prefers feeling, however vague and ill-informed, to observation and thought.

The laborious pedant, on the other hand, loves learnedness and the small things thereof for their own sakes, and cares little or nothing for the use which may be made of them; he has a weakness for making collections of the unknown and exceptional—indeed, he revels in exceptions; he has a trick of explaining the partially known by means of the wholly unknown (as in the derivation of words); he forgets the pupil, the subject, the context, the author, while he labors at a word or a statement, and ends by burying far more than he unearths; he looks at things singly and in isolation, and cares little for the whole which they together form. Art is not to his mind, nor is feeling. And when he does contemplate using his material for a building of some kind, he spends all his time in preparing an elaborate and disproportionate foundation, and never gets to the building at all.

You will gather that I do not entirely approve of

either of these extremes. But let me go more into details in regard to the points which I mentioned when speaking of the assumptions of the rapid impressionist.

1. The Subject Matter.

By this I mean not only the surface meaning, the merry story—which may be caught rapidly—but also the ideas dealt with and set forth by means of the imagery and pictures. In a play of Shakespeare's there is the exposition of character and of human life; in *Paradise Lost* there is the justification of God's ways to man, as there is also in Dante's great poem; in the poem I shall deal with presently there is freedom as a divine force working in nature; and so on. I do not mean merely the allegory, if there is one, but the ideas introduced or lying in the background of the writer's mind, and giving color and tone to his thought and utterance. These are not to be caught and understood by a rapid impressionist. They need time, observation, and thought. The literature, which for the most part we have to use, was not written for children; and these ideas may prove to be beyond the comprehension and sympathies of the young. If this is so predominantly, then the piece is unsuitable. But there often will be quite enough of what is suitable to make the piece intelligible and interesting. In any case, the teacher must take note of and think out the ideas, and then call attention to, and make clear, such of them as are fitted for his purpose.

2. The Author's Attitude to his Subject.

This may often be quickly gathered; and then a good reader may indicate it by his voice. But sometimes it cannot be seen at a glance. For instance, much fault has been found with Bacon's ethics in his *Essays*. Undoubtedly, much of what has been called his ethics, if judged as such, is very unsatisfactory. To me ethics without ideals is flat, stale, and unprofitable, and in a sense impossible. But I think that what Bacon had in his mind was sociology not ethics—a scientific account of what is and not the doctrine of what should be. All his life he had been urging us to study actuality rather than tradition—to go to nature and to listen to her many voices, consider her ways, and learn her doings—to observe, to experiment and to think—and he applied his method to the study of man in society. Coldly and without emotion he set down what he saw. For instance, he saw plenty of dissimulation, and that often, if skilfully managed, it was successful in a worldly way. He says so. We may be out of sympathy with his method; we may question the accuracy of his observations; but unless we understand his attitude we shall fail to comprehend him completely. Shakespeare also had his attitude to his subject; but it differs by a whole heaven from Bacon's. The teacher must understand his author's attitude; tho he need not always call the attention of his young class directly to it.

3. Words, Phrases, Etc.

A writer's vocabulary may contain obsolete words, unfamiliar words, and, most puzzling of all, familiar words used in an unfamiliar sense. In dealing with such matters the rapid impressionist, thru his habit of catching at the meaning as a whole, may sometimes score a success—tho not infrequently he goes hopelessly wrong. The laborious pedant, on the other hand, is almost sure to air his learnedness and give us a derivation—which hardly ever helps a child and seldom anyone, except to justify the meaning when found. The question is not what the word meant originally, but what it meant to the writer when he used it. When our laborious friend once catches that idea he scores heavily. Let us take an instance—from Hamlet: "When we have shuffled off this mortal coil." "That," says the rapid commentator, "means when we are dead." "Yes,

* This article appeared some time since in *Educational Foundations* when it was credited to the London *Educational Review*. It is so good that it bears publishing again at this time when English literature is coming to the front as never before.

quite so; but please explain the metaphor." "Well, evidently it is taken from the idea of a snake's sloughing its skin." "Not so fast," says the plodder. "Coil means skin? Perhaps." So we take down Mrs. Cowden Clark's concordance, and find that "coil" is used twelve times in the plays; and in the eleven other cases the context shows clearly that it means confusion, noise—no idea of skin, wrappage, or curl of rope. "Shuffle" is used eight times, and in five of the seven other cases plainly means to practise shifts or tricks, to do in a perfunctory way; while in the remaining two the meaning is closely similar. One of our cases is from *Twelfth Night*, "Oft good turns are shuffled off with such uncurrent pay" (i. e. thanks). So "shuffle off" means to elude, to get rid of somehow; and our original statement has nothing to do with snakes, but means when we have got rid, in one way or another, of the noisy confusion of our human life. The plodder will go on to investigate the force of "off" in composition. His result confirms our interpretation. So again our hasty friend declares that Shakespeare is using a mixed metaphor when he makes Macduff exclaim "What all my pretty chickens and their dam!" But no—in the *Merchant of Venice* (III. i. 33) the word dam is again used for a "parent bird"; and if we look into the great new English dictionary we shall find that long ago dam was used for the mother of ducklings, and so on—and even for the female spider—and was variously spelt dam and dame. I might add other examples, but these will be enough to show you how to track down the meaning of a word as used by a particular author in a particular case. No dictionary not framed on historical lines will help you much; nor will etymology. You must collect and compare instances of the word's use by the author, and, if need be, by his contemporaries.

From what I have already said it will be plain, I think, that in my opinion, if we wish to get at an author's full meaning, we must take the trouble to understand the full meaning, the force and beauty of his metaphors, his similes, and his epithets—for it is in these that his true skill as an artist in expression lies. A metaphor is the substitution of an idea which belongs to one thing for a somewhat similar idea which belongs to another thing. It is of great power in creating pictures. Our whole language is full of metaphors; but a great many are no longer consciously such. Even in these cases it is often well to bring out the underlying meaning clearly. It is always so when the metaphor is consciously used. Similes are always conscious; and so it is even more important to bring out their illustrative and explanatory force. In studying all great poets, and especially in the cases of our English Milton and Keats, hurry in this matter is fatal to all true enjoyment and understanding. It is worth while to pause and give the pictures time to form in Milton's "Rose as in dance the stately trees," when describing the creation, or in Shelley's "Beautiful as a wreck of paradise," used in the description of his Ionian Isle. [In the latter case there is a reference to a quaint old legend about the land containing paradise being overwhelmed by the sea—which General Gordon, by the way, took quite seriously.] It would seem hardly necessary to lay stress on the need for carefully noting the epithets or descriptive words used, were it not that our rapid friend seldom has time for such things, while our plodder is apt to be ruthlessly learned over them. Who that has read Homer or Virgil, or—to come to more modern times—Keats and Tennyson, can forget how "all the chosen coin of fancy" is often to be found flashing out from the epithet! "All the charm of all the muses often flowering in a lonely word." I dare not allow myself to quote instances; but I strongly advise the teacher to record such when he finds them, and think out why they are so attractive. It is particu-

larly important for us teachers to attend to epithet in face of the careless and inexact way in which they are commonly applied in conversation and in the daily press; and also because of the tendency, prevalent amongst, but not confined to, the young, to make one poor epithet or adverb do the work of almost every other—e. g., "nice" as used by girls, and "awfully"—a fault arising from laziness or lack of thought.

IV. Statements and Allusions.

No doubt commentators, hasty or slow, do pay some attention to an author's statements; but the former are too much given to jumping to conclusions, while the latter are too much given to assuming that they have made everything clear when they have explained some unfamiliar word. Their commonest fault, is taking it for granted that the children understand the real force of the statement—a fault peculiarly to be deplored in the study of dramatic literature. How seldom do we find that our pupils grasp at once and understand the statement "The quality of mercy is not strained." There are two hard words in it—the harder because seemingly so familiar—but there is also the context. "Quality," we shall find by the help of our concordance, is used, commonly but not always, in the sense of essential characteristic or that which makes a thing what it is. Similarly we find that "strained" may mean constraint. Now for the context—Portia has said, "Then must the Jew be merciful." To which Shylock snaps back, "on what compulsion must I?" And Portia, in that last splendid appeal to the man whom even yet she cannot believe to be as cruel as he pretends to be, answers, "The quality of mercy is not strained," that which makes mercy mercy is the absence of constraint or compulsion; it drops as naturally, as gently, as refreshingly as the rain from heaven. And so on. The context clinches the meaning. But here is another case wherein every word is simple and familiar—when Wordsworth speaks of hearing "The still, sad music of humanity." Our pupils understand "music" and "humanity," but will they at once understand "music of humanity" and why Wordsworth says that to him it is "always sad"? I think not. (For "music of humanity" compare "music of the spheres"—the sound which the planets make as they move in obedience to the cosmic laws of their being and in the fulfilment of their destiny. Wordsworth had shared the high hopes which preceded the French revolution. It had come and with it the "Red Terror." Moreover, he was constitutionally inclined to look upon mankind in the mass as rather a sorry spectacle.)

With regard to allusions I would point out that there are two things to learn—first, the source and meaning of the allusion, and second, the bearing of the allusion on the context in which it is used. The former is generally attempted, and our laborious friend has a grand opportunity for airing his unnecessary learnedness. See for example the note on the jewel in the toad's head in the Clarendon Press edition of "As You Like It." The latter point is almost always omitted. As an instance, only lately reformed, let us take Hamlet's remark "It out-herods Herod." We used to be given a learned note about Herod (not always the right Herod) and the massacre of the innocents. But this threw no light on the use of the phrase. The fact is that the reference is to the Herod of the miracle plays, a stock ranting and roaring character, and a great favorite with the groundlings—and the meaning is it out-rants the greatest ranter.

(To be continued next week.)

Lameness in the muscles and joints indicates rheumatism. Don't dally with it a minute. Take Hood's Sarsaparilla and cure it.

Laboratory Work in Physics. III.

(Continued from page 87, THE SCHOOL JOURNAL, January 27, 1906.)

Sound.

27. VELOCITY OF SOUND IN AIR.

Arrange a large pendulum that may be seen for a considerable distance so that it will beat half seconds. The pendulum should be screened so that it may be seen only in the middle part of the swing. A sharp sound like the stroke of a hammer on a board or box should be made immediately behind the screen regularly as the pendulum reaches the lowest point of its arc. Observers should move away from or toward the pendulum till the sound of each stroke of the hammer reaches them at the same time with the next beat of the pendulum. The distance from the observer to the pendulum will represent the velocity of sound per half second.

28. THE WAVE LENGTH OF A SOUND.

With a tuning fork and large (1½ inches) glass tube to be raised and lowered in a jar of water find the quarter wave length of the sound given by the fork. From the results of experiment 27 find about how many times a second the fork must vibrate.

29. NUMBER OF VIBRATIONS OF A TUNING FORK.

With a diapason tuning fork having large amplitude of vibration, and a heavy pendulum provided with a stylus or bristle obtain simultaneous records of the vibrations of the fork and pendulum upon smoked glass. Count the vibrations of the pendulum for several minutes to obtain its average rate a minute. Then by comparison of records on the glass find the number of vibrations of the fork a second.

30. LIGHT.

Place a paper screen with an oiled or paraffined spot in its center between a candle on one side and a group of four similar candles on the other. Move the screen back and forth until a position is found at which it is equally illuminated from both sides. Note the distance from the screen to each source of light. Repeat with two or three candles on one side of the screen and one on the other. What relation between the two distances and the quantity of light sent from each source?

31. LAW OF REFLECTION OF LIGHT.

Upon a horizontal sheet of paper stand a plane mirror, and draw a line marking the position of the face of the mirror. Stick a pin vertically in the paper about 5 centimeters in front of the mirror. Locate the image of the pin by two widely divergent sight lines. How are the pin and image located with respect to the face of the mirror? From the place where one of the sight lines crosses the mirror line draw a line to the pin. This marks the path of the incident ray from the pin to the mirror. At the point of incidence erect a perpendicular to the line of the mirror and measure the angles of incident and of reflection. How do these two angles compare?

32. IMAGES IN A PLANE MIRROR.

Repeat experiment 28 placing a drawing of a scalene triangle in front of the mirror. Locate the images of the vertices of the triangle and construct the image of the triangle. What conclusions may be made in reference to the position, character, and size of the image?

33. IMAGES IN A CONCAVE MIRROR.

By methods of experiments 28 and 29 determine the position, size, and character of the image formed by a concave mirror when the object is placed (1) within the principal focal distance, (2) between the focus and the center of curvature, (3) outside the center of curvature. Verify the equation of the sum of the reciprocals of conjugate focal distances with twice the reciprocal of the radius. What relation between the sizes of images and their distances from the mirror?

34. THE PATH OF A RAY OF LIGHT PASSING THRU A GLASS PRISM.

Place a glass prism (a plate of glass about 5 centimeters square is best) on a horizontal sheet of paper and by sighting with pins as markers find the path of a ray of light by which some object is seen thru the glass. In what direction is a ray of light deflected in passing from a rarer to a denser medium, in passing from a denser to a rarer medium? At what angle of incident would there be no deflection?

35. FOCAL LENGTH OF A CONVERGING LENS.

Find the focal length of a converging lens either by projecting an image of the sun on a paper screen, or by the method of observing the position of the image of a distant object such as a tree or church spire.

36. CONJUGATE FOCI OF A CONVERGING LENS.

Project upon a small screen in a dark room images of a bright object placed at various distances from the lens, and note the several distances of object and image from the lens. See if these distances conform

to the law expressed in the formula $\frac{1}{D_o} + \frac{1}{D_i} = \frac{1}{F}$.

What relation between the distance of the image from the lens and the size of the image? What general relation between distance of object and distance of image from the lens?

37. LINES OF FORCE IN A MAGNETIC FIELD.

By scattering fine iron filings over cardboard placed over magnets obtain diagrams of the lines of force (1) about a single bar magnet, (2) about two like poles, (3) about two unlike poles, (4) about two bar magnets placed at right angles to each other thus **T**, with a space of 2½ inches or three inches between the magnets.

What laws of mutual attraction and repulsion of poles seem to be illustrated by the curves?

38. LINES OF FORCE ABOUT A CURRENT-BEARING CONDUCTOR.

Pass a stout copper wire vertically thru the center of a horizontal cardboard. Send a current from two or three cells thru the wire, and with a small compass explore the magnetic field about the wire and mark out the lines of force. Sprinkle iron filings on the cardboard and draw the resulting curves. Repeat the whole experiment with the current in the wire reversed.

State a law of relation between the direction of the current and the direction of the lines of force about the conductor.

39. THE STUDY OF A SIMPLE CELL.

Stand a strip of copper and a strip of zinc, each with a few inches of copper wire attached, in the opposite sides of a tumbler two thirds full of very dilute sulphuric acid. Note what seems to happen about the strips both before and after the connecting wires are brought together. Repeat the experiment after amalgamating the zinc. Place the end of one wire above and the other below the tip of the tongue. Connect the wires with a galvanoscope. Reverse the connection of the wires and note the result.

What is the effect of amalgamating the zinc? What does the galvanoscope show in regard to the effect of the direction of the current?

40. STUDY OF A TWO FLUID CELL.

Construct a cell having an amalgamated zinc in dilute sulphuric acid and a strip of copper in a solution of copper sulphate, using a porous cup to separate the fluids. Weigh both strips of metal; replace them in the cell; connect with a galvanometer; and take readings at five minutes intervals for 20 minutes. Weigh the strips again and account for changes. Did any gas rise from either strip of metal? Why? What condition of the current is accounted for by this?

Physical Training and Hygiene in New York City Schools.

THE NEW COURSE OF STUDY AND SYLLABUS—ADOPTED BY THE BOARD OF SUPERINTENDENTS.

(Continued from last week.)

Grade 5 A.

Course of Study: Physical Training.—Gymnastic exercises and games, and correct hygienic habits.

Hygiene.—Avoidance of dangers; first treatment of cuts, contusions, bruises, burns, scalds, and fainting. Effects of alcohol and narcotics.

SYLLABUS.

Gymnastics and Games.—See special syllabus.

Hygiene.—Emergencies. Pupils should be taught what to do in case of accidents and in sudden emergencies, as the treatment of cuts on the face, finger, hand, arm, or foot; how to use a handkerchief or piece of cloth other than roller bandage; how to use surgeon's plaster, and court-plaster; the treatment of burns, and of burning clothing; the treatment of frost-bite, sunstroke, nose-bleeding, fainting, and congestive fainting.

Effects of alcohol and narcotics. The parts of a text-book which treat of the effects of stimulants and narcotics in the various divisions of physiology and hygiene mentioned above should be read aloud and studied in class.

Grade 5 B.

Course of Study: Physical Training and hygiene.—Gymnastic exercises and games, and correct hygienic habits.

SYLLABUS.

Gymnastics and Games.—See special syllabus.

Hygiene.—Pupils should be taught what to do in case of accidents or sudden emergencies, as treatment in case of fits, drowning, choking, poisoning, sprains, and bruises; the danger from illuminating and sewage gas, and treatment. Attention should be called to the various ways of carrying those who are injured or unconscious.

Grade 6 A.

Course of Study: Physical Training.—Gymnastic exercises and games, and correct hygienic habits.

Hygiene.—Board of health; protection against common and contagious diseases. Effects of alcohol and narcotics.

SYLLABUS.

Gymnastics and Games.—See special syllabus.

Hygiene.—Attention should be given to matters of civic hygiene, to the city water supply; to the diseases frequently incurred by taking drinking water from streams, wells, and springs; to the general policies of cities in reference to water supply and water distribution; to the sewage system and the disposition of waste by cities; to the danger of defective plumbing; to the fire department; its organization and use; to the need of clean streets; to the work and duties of the street cleaning department; to the danger from spitting, and the law bearing upon this; to the need of sun and air in rooms; and to the building law relating to the hygiene of buildings.

Effects of alcohol and narcotics. The parts of a text-book which treat of the effects of stimulants and narcotics in the various divisions of physiology and hygiene mentioned above should be read aloud and studied in class.

Grade 6 B.

Course of Study: Physical Training and Hygiene.—Gymnastic exercises and games, and correct hygienic habits.

SYLLABUS.

Gymnastics and Games.—See special syllabus.

Hygiene.—Pupils should be taught the nature of contagious diseases; the necessity of segregation; the treatment of epidemics and the law bearing upon the subject; the importance of quarantine; the value of

hospitals, dispensaries, and ambulances; the work and duties of the board of health.

Grade 7 A.

Course of Study: Physical Training.—Gymnastic exercises and games, and correct hygienic habits.

Hygiene.—Study of the body; skin and special senses; muscles; bones; digestion; respiration; circulation; clothing; general principles of physical training; development of strength. Effects of alcohol and narcotics.

SYLLABUS.

Gymnastics and Games.—See special syllabus.

Hygiene.—Pupils should be taught the important facts concerning the human body; the structure and function of the skin; the oil glands and their object; the respiratory glands and their object; the flexibility and thickness of the skin; the blood-vessels and nerves in the true skin; the value of cleanliness and bathing (warm and cold); the effects of various kinds of baths; the dangers of cheap soaps; the structure and function of the muscles; the relation of muscle to food; the structure, function, and shape of bone; the chief bones; the necessity of food and exercise for the growth of bone; the effect of pressure; the cause of round shoulders and of curved spine; the importance of having desks and seats adjusted to the person; the chief organs of digestion; importance of mastication; effect of rapid eating; digestion in the stomach; action of juices on different kinds of food; movements of the stomach wall; the effect of much cold liquid with food; the effect of fatigue, either mental or physical, on digestion; the danger from overeating; digestion in the small intestines; the change of food from solid to liquid during digestion; the absorption of food; the quantity and quality of food necessary; the effect of pleasant talk and laughter upon digestion.

Effects of alcohol and narcotics. The parts of a text-book which treat of the effects of stimulants and narcotics in the various divisions of physiology and hygiene mentioned above should be read aloud and studied in class.

Grade 7 B.

Course of Study: Physical Training and Hygiene.—Gymnastic exercises and games, and correct hygienic habits.

SYLLABUS.

Gymnastics and Games.—See special syllabus.

Hygiene.—Pupils should be taught the important facts concerning respiration; the anatomy of the lungs and the mechanism of breathing; gas exchanges in the lungs and in the tissue cells; the correct use of respiratory organs; the danger of taking cold; the general structure of the heart, lungs, blood-vessels, and lymphatics; the danger of overwork and of underwork of the heart; the strength of the heart, and endurance in running; the danger of jumping or of excessive running; the general principles of physical training; the importance of physical exercise; correct posture and its hygienic effect; the development of muscular strength; the laws of growth as to form and function; the need of games, especially in cities; the effects of sedentary life and how counteracted; the effects of school desk on the body; the relation of tobacco to the growth of the body in size and strength.

Grade 8 A.

Course of Study: Physical Training.—Gymnastic exercises and games, and correct hygienic habits.

Hygiene.—Nervous system; brain, spinal cord, nerves and sympathetic nervous systems; special

senses, organs, and functions, and their care; formation of habits. Effects of alcohol and narcotics.

SYLLABUS.

Gymnastics and Games.—See special syllabus.

Hygiene.—Pupils should be taught the important facts concerning the nervous system; the development of the nervous system by use; the need of proper food; the function and protection of the brain; the necessity for rest and sleep; the structure, function, and protection of the spinal cord; the effect of an injury to the spinal cord on muscles and on feeling; the structure of the nerves and their two general classes; the function of each; the location, function, and distribution of the sympathetic system; the uses of the special senses, their care and cultivation; the effect of exercise on the delicacy of the special senses; the sympathetic relation of nerves in all parts of the body.

Effects of alcohol and narcotics. The parts of a text-book which treats of the effects of stimulants and narcotics in the various divisions of physiology and hygiene mentioned above should be read aloud and studied in class.

Grade 8 B.

Course of Study: Physical Training and Hygiene.—Gymnastic exercises and games, and correct hygienic habits.

SYLLABUS.

Gymnastics and Games.—See special syllabus.

Hygiene.—Pupils should be taught the effects of habits, whether good or bad; how habits are formed; how bad habits may be controlled or broken; the danger of becoming too largely creatures of habit; the importance of cultivating good hygienic, mental, and moral habits; the importance of good bone and muscle habits during the growing period; the relation of health to happiness, to efficiency, to mental clearness, and to memory; the influence of fatigue on body and mind; the effects of worry, fear, anger, hope, and other strong emotions on circulation, respiration, and digestion, the results of habitual yielding to anger; the relation of high purpose and determined will to the health of the body as well as to the mind and character; the physical, mental, moral, and social importance of good cooking and good clothing.



Learning to read and write should be the leading study of the pupil in the first four years of school. Reading and writing are not so much ends in themselves as they are means for the acquirement of all other human knowledge. George P. Brown, a leading educator of Illinois, goes further and says, "The chief business of the schools is to teach pupils to read." Mr. W—, who holds a humble position as teacher, but who is observing and thoughtful, told me recently that two boys in his school were poor in everything because poor in reading. He said, "I learned this by observing that in oral work—in history and physiology—they were good thinkers. I often read problems for them which they could then solve. The teacher who succeeded me in that school put them back, and it was because she didn't understand that their main difficulty was inability to read."

WILLIAM T. HARRIS, U. S. Com. of Education.

The news of William Sharp's death in Sicily reached this country just as his article on "The Portraits of Keats" was going to press in the *February Century*. Quickly following the report of his death came the announcement that the dead essayist, editor, and man-of-letters was the writer of many notable contributions to Celtic literature which have been published under the name of Fiona Macleod, whose identity few had ever associated with William Sharp. In "The Portraits of Keats" special attention is given to the portrait by Severn. After mentioning that the last words in Severn's diary were, "Fine weather at last," Mr. Sharp concluded his article by saying: "For the aged painter and the young poet, both long at rest together near the pyramid of Caius Cestius in the old Protestant Cemetery in Rome, 'Fine weather at last.'"

Notes of New Books.

AN ONLY CHILD is a pretty story for young children, especially little girls of from six to nine years of age. It tells how Lois managed with the aid of her cats and the minister's children, to be reasonably happy, even tho she had no sister or brother. It is only necessary to add that Eliza Orne White is the author for one to know that the story is well-written, and suitable for children to read, or for their elders to read aloud to them. The illustrations, which will be particularly enjoyed by young readers, are the work of Katharine Pyle. (Houghton, Mifflin & Co., Boston. Price \$1.00.)

Mrs. Gabrielle Jackson has written a number of delightful children's stories, but she has done nothing the little folks will enjoy more than *LITTLE MISS CRICKET*. It is the story of the transformation wrought in a hard-shelled but soft-hearted New England woman, by a little castaway girl, a reform which began by the child's insisting upon having a tooth-brush. The story is well-written, is plausible, and is a really "worth-while" story. (D. Appleton & Co., New York.)

The teacher who is so fortunate as to be the possessor of a garden and fruit orchard, whether large or small, will be glad to know of the recent publication of *THE FRUIT GROWER'S GUIDE*, by B. F. Hurst. The writer is fruit inspector for District No. 5, Idaho. What he says carries with it, accordingly the stamp of authority. The book tells everything that one needs to know about fruit growing, and incidentally there is much in it of interest in connection with nature study and the teaching of the fruit side of agriculture. (B. F. Hurst, publisher, Boise, Idaho. Price \$1.00.)

HAZEL OF HEATHERLAND is the title of a new book by Mabel Barnes-Grundy, to be published by the Baker & Taylor Company in March. It is of that type of English book which is full of the fascination of rural life in England. It is filled with quaint characters revolving about a very delightful country girl, and both as a story and a picture of English rural life, the book has a rare charm.

THE LITTLE NEIGHBOR STORIES, published by Small, Maynard & Company, Boston, consist of a series of five illustrated books, veritable gems of their kind, for the youngest readers. They will prove both a delight and instructive as reading books for young scholars in the lower grades and form a valuable source of stories for use by kindergarten teachers in reading to their pupils. This series of children's books consists of "The Arabella and Ariminta Stories," by Gertrude Smith; "Wonderfolk in Wonderland," by Edith Guerrier; Round Rabbit by Agnes Lee; "Football Grandma," by Carolyn S. Channing Cabot; "Cheerful Cricket and Other Stories," by Jeannette A. Marks.

"Social Progress for 1906" has been thoroly revised and many statistics have been added. The Baker and Taylor Company will issue it in March, to which month its publication has been postponed in order to include the official statistics of the previous year. It is edited by Josiah Strong.

Food and Study.

A COLLEGE MAN'S EXPERIENCE.

"All thru my high school course and first year in college," writes an ambitious young man, "I struggled with my studies on a diet of greasy, pasty foods, being especially fond of cakes and fried things. My system got into a state of general disorder and it was difficult for me to apply myself to school work with any degree of satisfaction. I tried different medicines and food preparations but did not seem able to correct the difficulty.

"Then my attention was called to Grape-Nuts food and I sampled it. I had to do something, so I just buckled down to a rigid observance of the directions on the package, and in less than no time began to feel better. In a few weeks my strength was restored, my weight had increased, I had a clearer head and felt better in every particular. My work was simply sport to what it was formerly.

"My sister's health was badly run down and she had become so nervous that she could not attend to her music. She went on Grape-Nuts and had the same remarkable experience that I had. Then my brother Frank, who is in the postoffice department at Washington city and had been trying to do brain work on greasy foods, cakes and all that, joined the Grape-Nuts army. I showed him what it was and could do and from a broken-down condition he has developed into a hearty and efficient man.

"Besides these I could give account of numbers of my fellow students who have made visible improvement mentally and physically by the use of this food." Name given by Postum Co., Battle Creek, Mich.

There's a reason. Read the little book, "The Road to Wellville," in pkgs.

The Educational Outlook.

A lengthy communication to the board of education of Troy, N. Y., from the public school teachers caused lively discussion at the board meeting of Feb. 6. The teachers asked that their salaries be raised to \$500 a year. At present they are receiving \$37.50 a month.

Here is a jingle which some teachers in Maine use to have the names of the counties in the state fixed in their pupils' minds:

Sixteen counties in the state,
Cumberland and Franklin,
Piscataquis and Somerset,
Aroostook, Androscoggin,
Sagadahoc and Kennebec,
Lincoln, Knox, and Hancock,
Waldo, Washington, and York,
Oxford and Penobscot.

The board of education of Toledo, Ohio, is trying to get \$250,000 for new school buildings next year. The schools under consideration are a manual training high school, a ward school, and additions to several other buildings.

Superintendent Gardner has been re-elected at Fremont, Neb., with an increase of salary.

Supt. L. D. Whittemore, of Topeka, Kan., has been re-elected for another year at an advance of \$300 in salary. Mr. Whittemore has been given leave of absence, with expenses paid, for the trip to the Department of Superintendence at Louisville.

Dean J. H. T. Main has been elected president of Grinnell college, Grinnell, Ia., to succeed President Bradley, who resigned last summer. Dr. Main is president of the Iowa State Teachers' Association, and is a member of the American Philological Association.

Supt. Geo. C. Morrison, of the Maryland Asylum for the Blind, has been appointed by Mayor Timanus to succeed Mr. B. Howard on the Baltimore school board.

A joint resolution introduced in the state legislature of Virginia abolishing the offices of the five district school inspectors and examiners, was rejected.

Andrew Carnegie has been asked to deliver the principal address at the dedication of the new business high school at Washington, which is to take place Feb. 27.

The state examinations for teachers in Minnesota will be held August 2-4.

A bill for pensioning superannuated teachers at Troy, N. Y., is now under consideration.

An attempt is being made in Buffalo to have a department of liberal arts established in the University of Buffalo. Charles P. Norton, vice-chancellor of the institution at present existing, says that the project has aroused considerable enthusiasm in the city. "The school teachers," he says, "are being organized, and Superintendent Emerson is giving the weight of his influence toward helping the project along. Much is expected of the teachers by reason of their close touch with the people. It is our intention to start a popular subscription, to interest the people and make them feel that the university belongs to them."

Dr. F. A. Cook, who was with Lieutenant Peary on his famous North Greenland expedition, used antikamnia tablets for the crew in all cases of rheumatism, neuralgic pains as well as the pains which accompanied the grippe, and stated that it had no equal. This knowledge is of value and suggests the advisability of having a few of these tablets in the house.

Miss Mary Geiger, of Philadelphia, has given to Juniata college, at Huntingdon, Pa., \$20,000 for the endowment of a professorship. Mrs. Geiger is a Dunkard. Juniata college is supported by this denomination.

A movement is on foot at Port Ewen, Ont., to have the different public schools consolidated into one academy and high school. The plan will probably be carried out in the near future.

The county of St. Louis, Mo., is almost entirely a rural community. A Civic Improvement League is doing excellent work for improvement and decoration of school grounds by the pupils of the several schools of the county. To stimulate this it is offering rewards for the best improvements, all the way from fifty dollars cash to an unabridged dictionary. These improvements consist, first, of the planting of trees, shrubs, vines, and hedges; setting out and maintaining well arranged flower beds; making suitable trellises for vines, rustic arbors, benches, and constructing walks for landscape effects.

The state board of examiners and inspectors of schools for Virginia has decided to recommend to the state board of education that the date for teachers' examinations be postponed until May 3d, 4th, and 5th, and in order that this may be done, all first and second grade certificates which have expired, or will expire this year, be extended for one year without examination; provided said certificate be endorsed by the division superintendent and the clerk of the district in which the applicant is teaching. It seems certain that the state board will adopt these recommendations.

Some of the newspapers of Louisiana are advocating the enactment of a law making education from the ages of seven to fourteen compulsory. The *Lexington Advertiser* is among the papers that thoroly believe in the compulsory plan, asserting that "the state owes something to its people calculated to help make them good, useful, and self-sustaining citizens." Further on the same paper says: "The memorials that are now pouring into the legislature from all parts of the state asking for the enactment of a child labor law at this session are all right, but they do not go far enough. They should insist on a plan of compulsory education, which in itself would prevent child labor, with its accompanying deteriorating influences."

The trouble raised by the removal of Mr. Martin H. Walrath from the principalship of the high school, at Troy, N. Y., has not yet ended. The courts have decided that State Commissioner of Education Draper is by law invested with full power to review the action of the board. Should Dr. Draper's decision be in favor of Mr. Walrath, and carry with it reinstatement, it is argued by some attorneys, placing Mr. Walrath in the position of never having been removed from office. If Mr. Lansing, now holding the position, should decline to give way, proceedings for the possession of the office would be instituted. Another contention in connection with the case is that appeal to the state commissioner must be taken within thirty days. This time having already expired, Mr. Walrath is held to be without redress.

Designs for a class pin for the Carnegie technical school have been placed on exhibition. There are sixty different kinds of pins suggested, many of them artistic to a high degree. From the lot one will be selected which will be indorsed as official, and for this purpose the student body will pick a jury to select the most desirable one, the jury to be assisted

by one or two members of the faculty. The designer of the successful pin forfeits all rights to the design and will be given a prize of \$30. A second prize of \$20 is offered.

Association of American Universities.

The Association of American Universities will meet at the University of California and at Leland Stanford university, March 14-17, inclusive. The program is as follows:

March 14 the delegates are to be the guests of the regents of the university of California and of the trustees of the Leland Stanford, Jr., university at luncheon in the regents' room, Mark Hopkins institute of art, San Francisco. At 2.30 in the afternoon addresses are to be given by President Wheeler and President Eliot of Harvard university. In the evening at 7 o'clock the delegates will be entertained at dinner by the various alumni clubs of San Francisco.

On Thursday, March 15, the delegates will visit Stanford university, where they will attend a university assembly in their honor, in the morning, and after luncheon with President and Mrs. Jordan, a session will be held in the council room. The return trip will be made to San Francisco in time for a dinner given by the University Club in their honor at 7 o'clock.

Friday is set aside for the visit to the University of California. After a meeting of the executive committee at 9.30 o'clock, the delegates will attend the university meeting at 11 o'clock in their honor in the Greek theater. After luncheon with President and Mrs. Wheeler, a session will be held in the faculty room of California hall. The delegates will be guests of the Bohemian Club at dinner in the evening.

Uniform Text-Books for Virginia.

The state senate of Virginia has adopted the following resolution, relative to the adoption of text-books for use in the public schools:

Whereas, section 130 of the constitution provides that the respective boards of visitors or trustees of the several institutions named therein shall nominate a list of eligibles, consisting of one from each of the faculties of said institutions, from which said list of eligibles three experienced educators are to be elected quadrennially by the senate to membership on the state board of education; be it resolved by the senate:

1. That said boards of visitors or trustees be and are hereby requested to make such nominations as soon as may be practicable and to transmit the same to the senate.

2. That the said boards of visitors or trustees or their respective nominees be and the same are hereby requested to state the purpose of such nominees, if elected, as to the substitution as soon as

Rheumatism

Does not let go of you when you apply lotions or liniments. It simply loosens its hold for a while. Why? Because to get rid of it you must correct the acid condition of the blood on which it depends. Hood's Sarsaparilla has cured thousands.

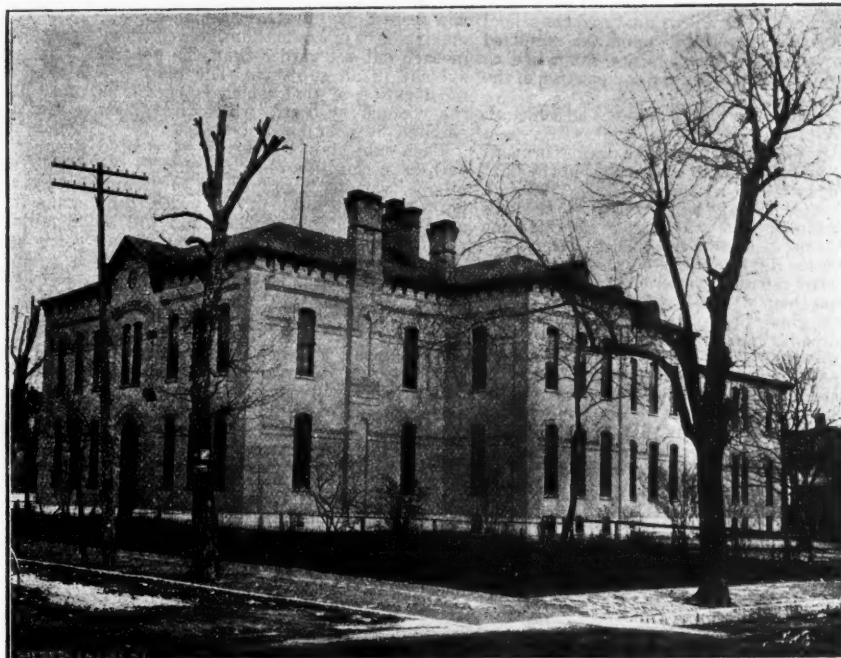
may be practicable of a single list of school books in the place of the multiple list of such books now prescribed for use in the public free schools of the counties of the commonwealth.

3. That the clerk of the senate shall forthwith transmit by mail a copy of this resolution to the presiding officers of said boards of visitors or trustees.

Plain Talk for New Orleans.

At a meeting of the La Salle Co-operative Club of New Orleans, early in February, Pres. E. B. Craighead, of Tulane university, made the principal address. He said that quite enough eloquence had been expended in telling of the wonderful commercial advantages of New Orleans, of her great harbor, her situation at the gateway of the Mississippi valley, and the marvels the Panama canal would bring about. A little plain talk would do no harm. The future of New Orleans depended upon the intelligence, energy, and patriotism of her citizens. It would cost forty millions of dollars to provide the entire city with a sewerage and water system, and properly drain and pave the streets. This would have to be done if the Crescent City was to take advantage of her splendid commercial location.

The true greatness of the city depended upon whether or not her citizens were properly trained. It was therefore of first importance that the children of today be given that education which would insure them healthy minds and healthy bodies. No means were to be spared in furnishing the city with the best schools that could be built, and the best teachers that could be employed. Each school-house should be provided with ample playgrounds and a gymnasium having shower baths and swimming pools. A vigorous healthy mind generally accompanied a healthy, active body. Morality and health were closely associated. In



The Dudley School, Lexington, Ky.

fact, the word "holiness" originally had the same meaning as that of "health."

The most important period in a child's education was in the grammar grades and in the high schools rather than in the university. Let the boy be directed rightly in the grammar grades, and he was sure to take care of himself when he reached the university. In his opinion, however, the public school often undertook too much. The child should not be overwhelmed with a number of studies. Above all he should be trained in efficiency, and quality, rather than quantity of work, should be the criterion.

are taught cooking, sewing, and millinery numbered 400 members.

Among the most popular classes have been those conducted by Mrs. Ridsdale, in the study of Shakespeare and Scott. The loyalty of the gymnasium classes is shown by the numerous gifts that they have made to the association in the form of new apparatus. Good work is being done with individual girls, instructing them in the English language, in reading, writing, and all the simplest things that are of help to a foreigner making his place in this country.

Y. W. C. A. of Milwaukee.

During the past year the Young Women's Christian Association of Milwaukee has conducted classes on whose rolls are 1,296 names. The classes in the trade school alone, where young women

Dr. Wilcox Attacks School Methods.

The address of Dr. De Witt G. Wilcox, the retiring president of the Homeopathic State Medical Society of New York before the annual meeting of that society Feb. 14, was an attack upon modern school

NEW BOOKS

THE ELEMENTS OF PHYSICS

By S. E. COLEMAN. A book in every respect modern and practical. Being similar in plan to the best books now on the market, but better in execution, it will meet the needs of the large class of schools that have become dissatisfied with the present books.

PHYSICS: THEORETICAL AND DESCRIPTIVE

By H. C. CHESTER, J. C. GIBSON, and C. E. TIMMERMAN. A book suited to meet the College entrance requirements of the Middle States and Maryland, the Regents' requirements and the courses in physics in the high schools of Greater New York.

WELLS' ALGEBRA FOR SECONDARY SCHOOLS

This book enables students to complete Quadratics during the first year. The treatment of factoring is adequate. The Graph is introduced early, being taken up with the Equation, and is developed fully. The problems are entirely new. Many problems are related to physics, and the notation of physics is used in many of the drill exercises. Solutions throughout are required for other quantities than x , y , and z .

OTHER STANDARD WELLS BOOKS

Academic Arithmetic. Advanced Course in Algebra. Complete Trigonometry.
New Higher Algebra. Essentials of Geometry. New P. and S. Trigonometry.

BOSTON NEW YORK **D. C. HEATH & COMPANY, Publishers,** CHICAGO LONDON

methods. Dr. Wilcox analyzed the school day and commented upon the standard to which the teachers are compelled to hold the children in the competition of the schools.

"There is absolutely no latitude allowed the teacher," he said. "She is a part of a machine which must turn out so many pupils to the teacher in the next higher grade at such a time. The fact that she may have sensitive, nervous children, who wilt under the machine regime, is of no consequence. Her predecessor did it, and she must do it.

His reference to written examinations, was this: "The budding pleasure which the child begins to take in his school career is nipped by the cold frost of examinations."

"If our nation wishes to embark in the business of making nervous wrecks of her citizens, it could not accomplish this end any more effectively than by this method of placing children of tender years under such a regime as I have outlined," is the conclusion to which Dr. Wilcox has come.

New York State Regents' Syllabus.

In a recent report to the board of education, Supt. G. F. Sawyer, of Troy, N. Y., makes some interesting comments on the practical working out of the new syllabus issued a short time ago by the regents. He says:

"The requirements of the new syllabus will make necessary some changes in our prescribed course of study, and many others probably advisable. Some of the questions are extremely puzzling, and by on means easy to settle. One necessary change, however, is very apparent. The material advance under the new syllabus of the work of drawing, which the regents have all along considered a high school subject, makes it entirely impracticable for us to demand longer the passing of the regents' examination in this subject as a prerequisite for graduation from the grammar schools. This requirement has always been almost beyond the reach of many pupils, and hereafter it will be unwise if not useless to try to secure it. As the examination in June will be on the basis of the new syllabus, we shall be obliged to graduate the present ninth grade classes without it.

"One of the uncertain things in connection with the suggestions and requirements of the new syllabus is the large amount of work in United States history outlined for the last four years in the grades. The work, as outlined, would be very valuable, that of the earlier years forming an admirable preparation and groundwork for the more minute and systematic study to come later, and the whole scheme is extremely attractive. But it calls for a long list of books, with many of which we are little familiar, and we are still waiting for the publication, promised by the education department, of a catalog of these and other books, giving information concerning the most desirable editions and their prices. How much of this very valuable work in American history can safely be attempted I do not feel quite sure, but much less I fear than the makers of the syllabus would seem to think easily done. Until these and a good many other questions can be settled there can little intelligent progress be made toward the formation of our new manual, which we had planned to issue this year.

Point System in High Schools.

The board of superintendents is considering the advisability of adopting a

new system of studies for the high schools, making basis of graduation the work done in each subject rather than the general average in all subjects. The plan is a modification of that which is known as the "point system" which has been adopted by a number of colleges.

Each subject in the course is credited with a certain number of points, the number varying in proportion to the importance of the subject. In order to be advanced in a subject the pupil will be required to attain a certain rating, and for graduation he will be required to present a stipulated number of points in the

required and also in the elective subjects.

Under the point system it will be possible for pupils to graduate in three, three and a half, or even less, years, if they can secure satisfactory ratings in subjects which in the aggregate will represent the number of points required for graduation. Pupils will be promoted in the school by subjects and not by grades. This will make it unnecessary to repeat the work in subjects in which they have done well, solely because their average in all subjects is so low as to prevent them being promoted to the next higher grade.

The Metropolitan District.

The Bronx Teachers' Association has organized an excursion to Washington. The teachers will leave New York Friday noon, May 11.

Edgerton Winthrop, who has just been elected president of the New York board of education, is a descendant of the Winthrops of Massachusetts, and is a well-known lawyer. He was educated privately for Harvard college, from which he was graduated in 1885. Upon the completion of his studies at Columbia law school in 1887 he began the practice of law. In 1890 he married a daughter of John G. Heckscher. Mrs. Winthrop is a sister of Mayor McClellan's wife. In 1904 Mayor McClellan appointed Mr. Winthrop to the board of education, where he has served on nearly all of the important committees.

Citizens of the tenth ward, Jersey City, are complaining bitterly of the delay in completing the improvements in Public School No. 6.

The German-American Central Society is asking Newark, N. J., to teach German in the elementary schools.

The annual meeting of the Alumnae Association of Public School No. 103, Madison avenue and One Hundred-Nineteenth street was held on the evening of Feb. 13.

Teachers' Salary Deductions.

Much has been said of late about the deductions to be made from the salaries of teachers in the public schools when they are forced by illness to be absent from their duties. One writer, taking up the cudgels in their defense, speaking of their wage as "little more than decent when paid in full," asks: "Would it not be an evidence of higher civilization if the discussion were over the abandonment of this whole fining system? It would be opposed, of course, and there is little difficulty in seeing the chance there would be for occasional abuses of the more generous plan of paying full salaries during any absence, not unreasonably long, that was due to real illness. But the opposition, we think, would be rather shamefaced, and it would not last long. Few private employers who are brought into anything like personal relations with their employes find it either judicious or humane nowadays to "dock" a salary because of a day, or several days, of illness, and a very large number of them will continue for weeks or months to pay for services they do not get, rather than to multiply by many times the gravity of sickness by cutting off the sufferer's income when it is most needed. It is the general impression that this is generosity that pays well in the long run, and is not by any means the throwing away of money. The city can hardly afford to exercise a severity which the private employer rarely shows. The teachers as a class are not at all likely to absent themselves from school for trivial causes or for dishonest causes, and when they are obliged to be absent it is hard indeed that they should be compelled to contribute

to any fund, either for substitute teachers or for their own partial payment in the future. Such contributions, when systematized, amount to a reduction of salary by indirection, and it is in matters of money that indirection is most to be avoided.

Technical High School for Newark.

A prominent citizen of Newark, N. J., in a petition to the Mayor for a new high school, sets forth potent reasons why such a school is urgently needed, one of these being the overcrowded condition of the present high school. This overcrowding has compelled the use of outside quarters in the Newark technical school, "at a considerable expense and at a great loss of efficiency in the school's work." The demand for commercial education here has led to the development of many private business colleges which are costing fathers many thousands of dollars for tuition, which could be secured in the high school were the proper accommodations provided.

The school, it was argued, should be adapted in part to commercial and manual training classes, that people of ordinary moderate means should be able to give their sons an education fitting them for a technical school or preparing them to work up to manufacturing institutions without having to pay tuition at a private school, and that the city should educate for higher position in its great industries, its own young men.

Athletics on the East Side.

The dock commissioner has been requested to make the necessary provision for the use of three recreation piers as playgrounds during the winter. The upper story of the piers at the foot of Market street, East river; Twenty-fourth street, East river, and Fiftieth street, North river, are to be enclosed and used by the board for the athletic exercises of the school children.

By this means a large number of children of the poor will have an opportunity to engage in games under the auspices of the Public Schools Athletic League.

In tenement districts the result of the competition for the league button has shown that the children in them are decidedly below normal in their physical development.

Thus, in a school numbering seven or eight hundred boys there will be sometimes not more than two who are found to be able to "pull up" or "chin themselves" on a bar four times, which is one of the qualifications required to win the league button, and which an ordinary country boy could without difficulty. They can run fairly well, but they have very little strength in their arms, and they cannot jump. Moreover, they have little or no idea of how to play organized games.

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A Rochester School Fair.

Public School No. 9, Rochester, N. Y., of which Mr. Charles E. Finch is principal, held an exhibit of pupils' work on the last evening of January. At least three thousand persons gathered at the school house, so great was the interest in the work, all of which was from the fingers of the pupils. The articles on exhibition were on sale for the benefit of the School Improvement Association, whose purpose it is to beautify the school building.

There was the usual elaboration fancy booths and stalls, a candy table and a refreshment booth over which the children from the kindergarten presided. The seventh and eighth grades had a Japanese booth with cherry blossoms for decorations, and the articles offered were largely Japanese. The kimono was the work of the children of the school, girls from twelve to thirteen years of age.

For their own booth, the boys contributed the work of the manual training room, hat racks, bread boards, match safes, and other articles which they are taught in the regular course of the school to make. The fourth, fifth, and sixth grades offered fancy articles and an exceedingly fine display of baskets.

In preparing the articles for the fair the necessity of perfection was impressed upon the children; they were urged to think up new and attractive designs that would catch the eye of purchasers; they were impressed daily with the idea of neatness, for these were not things that were to be taken home and praised because the children made them. They were to be offered in a market where competition was keen. It was meant to be a lesson in commercialism and the directing of commercial ideas into proper channels.

In the kindergarten department the children are taught the niceties of table etiquette. Once a week they play at giving a party, when there is opportunity for the teachers to impress upon them the importance of behavior. In one of the upper grades there is a model sewing room, where every point is considered, order, ventilation, the use of patterns, and the adaptation of suggestions from fashion magazines—all of the things which may help the little girls to become neat and orderly seamstresses.

The School Improvement Association has regular officers from among the pupils, and its business is transacted with formality. The funds are on deposit in a bank and checks are drawn by the treasurer. The money is used for pictures, statuary, and any needed improvement for the school building for which the board of education does not make provision.

Mardi Gras—New York to New Orleans and Return—\$37.75.

Via Washington and the Southern Railway, A. & W. P., W. of A. and L. & N. R. R. Tickets on sale February 21 to 27, good returning until March 3, 1906. Extension of limit can be had March 15th by depositing ticket at New Orleans, paying 50 cents. New York offices, 271 and 1185 Broadway, Alex. S. Thweatt, Eastern Passenger Agent.

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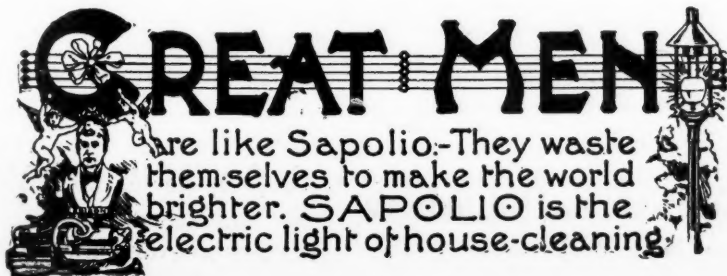
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Dr. Redman's visit and my appointment in Hornellsville was done so quickly that it seems like a dream. It is just the position I have been wanting and I didn't hesitate to accept it at once. Thank you for your help.

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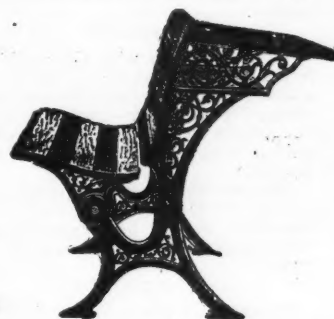
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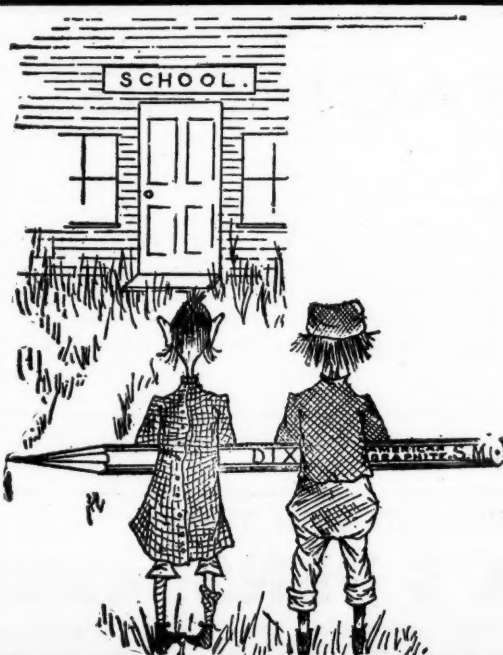
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GENERAL HISTORY.

The student should survey briefly the history of Egypt, Phoenecia, the Tigro-Euphrates valley and Judea. He should make a careful study of Greece and Rome and should familiarize himself with the great movements of the middle ages. In work upon the modern period special attention should be given to English history.

The student should have an intimate acquaintance with the epoch-making events of history and with the actors. He should be able to trace the growth and decay of institutions and the development of law and government. He should have a clear conception of the relations and the sequence of historical events.

One of the two good narrative texts should be read and the work should be supplemented as freely as possible with sources.

GEOLOGY.

Become familiar with the earth's evolution, noting, under different ages: climatic conditions, oceanic, basins, continental forms, rocks—their origin, kinds and arrangement; characteristic plant and animal life; economic relations to the present.

The student should acquaint himself thoroly with some good modern text. Readings should be supplemented as much as possible by field and laboratory work.

PSYCHOLOGY.

The work in this subject will be based principally on the reading circle book of the year, for 1905-1906, Putnam's textbook of psychology. The candidate will be expected to have some knowledge of the following subjects, and of their application to teaching: Kinds of psychology, nature of the mind, the nervous systems, attention and interest, instinct and habit, sleep and hypnotism, the perceptive activities, sensation and perception; the representative activities, imagination and memory; the reflective activities, conception, judgment, reasoning, the feelings, sensations, emotions, sentiments; the will, and the moral nature.

CHEMISTRY.

In the science of chemistry it is necessary that the candidate have laboratory training or experience. A reading knowledge alone is not adequate preparation for teaching chemistry and therefore it should not be expected to meet the requirements for a professional life certificate.

A clear understanding must be had of the properties, distribution, uses, sources, and affinities of all the important elements; the reactions which take place in well-known chemical processes; the computation of the proportions of particular elements in compounds; the preparation and properties of the common compounds; practical every-day uses of chemistry; chemistry of soils, of cooking, of physiology and hygiene, of pure air, food and water.

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ZOOLOGY.

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Candidates should be familiar with the morphology of at least one type animal in each class and be able to give its vital properties, irritability, motion, metabolism, reproduction, and adaptations. The reading of Jordan's "Animal Life" will be helpful to the candidate.

The candidate should become acquainted with the local fauna and be able to give not only the name by the habitat, description, life, history, etc., of each animal.

A candidate should also have a knowledge of microscopy sufficient to enable him to understand the parts and uses of the microscope, methods of preparing and mounting specimens, laboratory dissections, etc.

TRIGONOMETRY.

The candidate should show a comprehensive knowledge of the underlying principles of plane trigonometry; he should be skilled in the use of logarithms; he should understand the development and use of formulas; he should have mastered the trigonometric functions and their several relations and especially in determining the unknown parts of a triangle; he should know the practical applications of trigonometry in measuring height and distance, and should be able to proceed when definite conditions exist and possible results are required.

PHYSICAL GEOGRAPHY.

The candidate should know something of the physiographic agencies and their resulting forms. Study the physiography of the United States, noting the origin of the different features and their influence on man. Do sufficient field-work to obtain clear ideas of weathering, erosion, transportation, deposit, etc. Become familiar with the following topics: The earth as a globe—the atmosphere, the air, moisture, temperature, winds, storms; the ocean,—form, water, movements; the land—plains, plateaus, mountains, volcanoes, rivers, valleys, deserts, glaciers, short lines, distribution of plants, animals, and man.

LITERATURE.

The candidate will be expected to have a general knowledge of the history of English and American literature. He should also have read Skinner's Studies in Literature and the books included in the college entrance requirements in English, as follows:

Required for study—Burke's Conciliation with America, Macaulay's Essay on Addison, Macaulay's Life of Johnson, Milton's Minor Poems, Shakespeare's Julius Caesar.

Required for reading—Addison's De Coverley Papers, Coleridge's Ancient Mariner, George Eliot's Silas Marner, Goldsmith's Vicar of Wakefield, Irving's Life of Goldsmith, Lowell's Vision of Sir Launfal, Scott's Ivanhoe, Scott's Lady of the Lake, Shakespeare's Macbeth, Shakespeare's Merchant of Venice, Tennyson's Idyls of the King.

Dr. E. B. Bryan, formerly head of the department of education in the University of Indiana and for a time superintendent of schools in the Philippines, is now president of Franklin college, Indiana.

D. L. Gillespie has been elected for the third time as president of the Pittsburgh school board.

An increase of 50,000 pupils in the enrollment in the public schools of Michigan is believed by deputy superintendent W. H. French to be the result of the new compulsory education law.

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Very truly yours, ELMER S. REDMAN, Sup't.
DEAR MR. BARDEEN: Dr. Redman's visit and my appointment in Hornellsville was done so quickly that it seems like a dream. It is just the position I have been wanting and I didn't hesitate to accept it at once. Thank you for your help.

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